# STATE PUBLIC CHARTER SCHOOL AUTHORITY



# 2018 CHARTER SCHOOL EXPANSION AMENDMENT REQUEST

# Schools Requesting to Operate Additional Campuses

Amendment Requests Due April 1 - April 15, 2018 Instruction





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## **EXECUTIVE SUMMARY**

## 4 Page Limit

Provide a brief overview of your school, including:

- An overview of the mission and vision for the expanded school network
- Proposed model and target communities
- The outcomes you expect to achieve across the network of campuses
- The key components of your educational model for the expanded school
- The values, approach, and leadership accomplishments of your school or network leader and leadership team
- Key supporters, partners, or resources that will contribute to your expanded school's success

## American Prep Mission and Vision

It is our mission to provide an orderly, safe, and nurturing learning environment wherein contentrich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements. American Prep accomplishes this central mission by espousing the following tenets.

Schools achieve maximum academic success and student proficiency by:

- teaching skills to mastery levels,
- imparting valuable knowledge,
- transmitting the common culture that binds us as a nation, and
- exposing children to supreme examples of artistic and intellectual achievement.
- Mastery of a fundamental core of knowledge is essential to a child's achievement in later grades. Material should be coherent, sequential, content-rich, and challenging, and must be taught to mastery level by the teacher.
- Standardized testing is an essential tool for measuring student learning and teacher success.
- The formation of good character goes hand in hand with mental training.
- Serious scholarship requires a willing and enthusiastic mind, self-discipline, determination, patience, and humility.
- All children can learn, although their pace may differ, and their response to higher standards is improved performance.
- The school must be structured to support parents so that they may play an active role in all aspects of their child's education.

This vision has been realized in Utah where American Prep opened its first school in 2003. The school opened at capacity, with a long waiting list. Parents, students, and teachers shared a common vision and created a school where students were challenged academically and were given the leadership skills they would need to "change the world for the better." Over the years our scores continued to climb and wait lists continued to grow¹.

**Executive Summary** 

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<sup>&</sup>lt;sup>1</sup> See <u>Utah Growth and Waiting Lists</u>



Since 2003, American Prep has expanded to a network of seven campuses in Utah. American Prep opened its first campus in Las Vegas, Nevada in Fall 2014. We are applying to expand our Nevada network by opening a second Las Vegas campus in Fall 2020 for the purposes of: offering American Prep's successful programs to additional Nevada students, reducing our waiting lists, and creating a solid pipeline of elementary students to strengthen our secondary program.

## **Model and Target Community**

The model of having two, K-6 elementary schools which feed into one 7-12 secondary school has proven very effective in Utah. We hope to follow this model by building a second elementary school that will feed into our current secondary school. For this reason, we intend to locate the new school as close as possible to the existing campus. This proximity is convenient for parents and will also support coordination and training at both campuses.

The target community for this expansion will be similar to the existing American Prep community – we will seek families primarily in the southwest valley of Las Vegas that wish to enroll their children in an academically rigorous environment that uses classical education methods and curriculum to prepare their student for university study.

In order to maintain poverty levels consistent with surrounding schools, we may offer priority enrollment to those students who qualify for free/reduced lunch.

#### **Outcomes**

As we expand and add another K-6 elementary school, we expect to share the American Prep experience with more students and families. We will hire locally, train new teachers, and create the proven and successful culture of academic success.<sup>2</sup>

This new elementary school, in conjunction with the existing elementary students at the Sunset school, will provide the ideal numbers of students to feed into the 7-12 grade secondary grades at Sunset. Having sufficient enrollment at the secondary level allows the school to expand its course offerings and better prepare students for college.

### Key Components of the Educational Model

Since the expanded school will be an elementary school, the key components of our educational model will include our small, achievement-level groups:

- Every student is taught in small groups of 8-12 at his/her academic level in Reading, Language Arts, and Mathematics according to pre-assessments.
- Weekly evaluations are tracked and monitored by teachers, instructors, and directors to ensure mastery. Students who are falling behind are identified in weekly team meeting discussions. An action plan is developed to address the student's needs.
- During follow-up team meetings, action plans are evaluated for effectiveness. Group level testing and change may be recommended if an action plan is not successful.

**Executive Summary** 

<sup>&</sup>lt;sup>2</sup> See Letter from SPCSA, Nevada State Report Card, School Test Results, Utah School Rankings



• Academic group levels are fluid. Teachers, instructors, directors, or parents may request a level test be administered at any time if they suspect that a different placement may be more appropriate for a child.

Another key component of our educational model is to have a full-time teacher and paraprofessional in every classroom. This allows our student-to-teacher ratio to remain very low, thus giving each student more individual attention. Curriculum at the second Las Vegas campus will mirror the curriculum at the Sunset campus.

Finally, American Prep believes that mental training goes hand-in-hand with the formation of a good character. In order to establish an excellent institution and a loving, positive atmosphere, we build a foundation of virtuous character in our students and ourselves. We firmly plant these ideals into our institution through a "Builders" theme. All staff, parents, and students work together to "build" our school on these principles: Expectations, Effort, Enthusiasm, Encouragement, and Excellence.

# Values, Approach, and Leadership Model

American Prep was founded by parents in 2003. All of the original founders are still involved in the school, either through employment or on a volunteer basis. The school is built upon a foundation of parental involvement and support. We value our parents and families, and together we have built a culture of academic excellence and strong personal character.

American Prep has seen consistent results each time a new campus has opened<sup>3</sup>. This is achieved through a district-level support system where human resources, compliance, operations, finance, and academic support is consistent and organized through policy and process. Our training and coaching program is managed by key personnel and American Prep founders who frequently visit each campus to ensure quality consistency.

The high standard of academic excellence is maintained through an intensively selective hiring process and a rigorous training program. Our best culture ambassadors are hired as "coaches" and visit different schools each day to ensure the quality and culture of the model emanate throughout the network of schools.

The best teachers eventually have the opportunity to become academic directors at one of our campuses, overseeing a segment of grade levels (lower elementary, upper elementary, and secondary). These academic directors assist the coaches in ensuring that each classroom, every day, aligns with the American Prep model and method. The same academic directors will assign team leaders for each grade to assist them in this effort. Our leadership structure is very wide, giving a large number of American Prep teachers the opportunity to spread the culture throughout our network of schools.

**Executive Summary** 

<sup>&</sup>lt;sup>3</sup> See <u>Utah Growth and Waiting Lists</u>



## Accomplishments

Our American Prep Nevada campus has been highly successful. We retain 92% of our students and have <u>a waiting list</u> of over two thousand students who desire to attend our school. Under the direction of the local governing board, American Preparatory Schools' management, and the excellent teachers we hired and trained, the Sunset school has earned <u>4- and 5-star ratings</u> from the Nevada Schools Performance Framework.

In conjunction with the American Preparatory Education Foundation (a non-profit foundation that supports the American Prep schools) the Sunset school has raised over \$200,000 toward athletics, student clubs and the hardship fund. Through the annual Builders Carnival, club sponsored fundraisers, and a Fun Run, parents and community members come together to support our school.

### **Key Resources for Success**

American Prep's model is replicated successfully through an Educational Management Organization (EMO). The EMO is deliberately restrained in its expansion efforts, recognizing the need to maintain high standards of educating students at each American Prep location.

<u>Our EMO</u> is located in Utah and assists all American Prep schools with academic training, administrative training, human resources, financial management, operations, curriculum support, marketing, enrollment, compliance, running the character development ("Builders") program, website, as well as any other district support that the school may need.

The EMO's executive director and director of academics visit the American Prep - Las Vegas school at least weekly and hold monthly online trainings and other meetings as necessary. This district model as managed by an EMO has helped American Prep successfully expand with very positive academic and financial results.

As mentioned earlier, the support of the American Preparatory Education Foundation (APEF) is another key resource. APEF helps us translate community support into great extracurricular experiences for our students.



## **MEETING THE NEED**

#### TARGETED PLAN

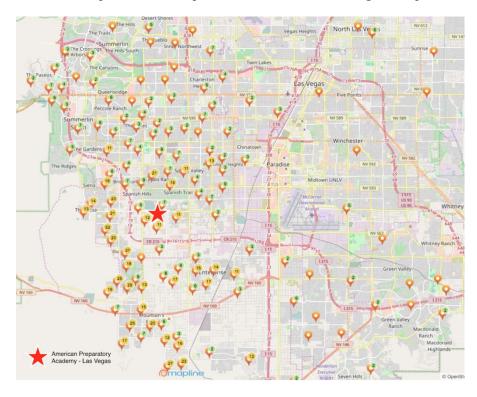
(1) Identify the community you wish to serve as a result of the expansion and describe your interest in serving this specific community.

American Prep will serve families that are dedicated to a classical education model within the Las Vegas valley. We will be conducting outreach efforts specifically to areas within a 5-mile radius of the campus, while involving the local communities and neighborhoods. Under the direction of the Board of Directors and district team, our outreach efforts will include, passing out flyers, holding information sessions, conducting tours, placing local advertisements and social media advertising.

The most important and effective outreach is conducted by our current, dedicated families. We will leverage their involvement and successful experiences at American Prep to encourage their friends and families to enroll in our lottery.

In order to maintain poverty levels consistent with surrounding schools, we may offer priority enrollment to those students who qualify for free/reduced lunch.

The current geographical spread of students for our Sunset campus is demonstrated in the picture below. We expect a similar spread for the second Las Vegas campus.





(2) Explain how your expansion model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

## Current Waiting List

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Count	727	368	276	227	238	219	214	133	118	90	37	22	10	2679
% of total	27%	14%	10%	8%	9%	8%	8%	5%	4%	3%	1%	1%	0%	100%
85% 15%														

As you can see from the table above, we have a large waiting list. 85% of the demand is in the elementary grades.

## Elementary vs Secondary Distribution

Demand for our secondary seats is growing as our students are retained and promoted from the lower grade levels. Review the following charts to see our projected secondary growth:

2017-18 School Year - total 1500 students

Elementary - 900	Secondary - 600
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2018-19 School Year - total 1600 students - maximum American Preparatory of Sunset Campus

Elementary - 800	Secondary - 800
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2019-20 School Year - total 1600 students - maximum American Preparatory of Sunset campus

Elementary - 600
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From experience with our Utah schools, we have learned that it takes about 1200 elementary students to support a secondary school with 900 students. Building a new K-6 elementary school will allow us to enroll elementary students on our waiting list and promoted them into the secondary program. This model delivers the sustainable enrollment model shown below:

2020-21 School Year - total 2400 students - Sunset Campus and proposed Las Vegas #2 Campus



Elementary - 600

Elementary - 600

#### **GROWTH RATE AND RATIONALE**

(1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).

## Our six (6) year growth plan is as follows:

	Year	Plans	# of Students	Locations
Year 1	2018-19	No expansion	1600 students	Sunset campus
Year 2	2019-20	No expansion	1600 students	Sunset campus
Year 3	2020-21	Open Las Vegas #2	640 new students 1600 students 2240 total students	Las Vegas #2, location TBD Sunset Campus
Year 4	2021-22	No expansion	640 students 1600 students 2240 total students	Las Vegas #2 campus Sunset campus
Year 5	2022-23	Reevaluate for potential expansion (not planned)	640 students 1600 students 2240 total students	Las Vegas #2 campus Sunset campus
Year 6	2023-24	No expansion	640 students 1600 students 2240 total students	Las Vegas #2 campus Sunset campus



To be clear, the earliest American Prep would consider the need for further expansion would be in 2022, based on demand, quality, and staffing considerations.

(a) Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.

The rationale for this proposed plan is based on our estimates of retention and promotion. American Prep Las Vegas opened in 2014. By 2019 many of our students will be moving to the secondary program, and the limited space at the Sunset Campus must be increasingly dedicated to secondary classrooms. This reduces the number of seats available to elementary students, where our demand is the highest. If a second Las Vegas campus is approved, it will provide the space needed to enroll students from the waiting list. More importantly, it will create a sustainable model - where two elementary schools feed into a single secondary school.

American Prep has many years of experience with growth and expansion. The five-year time frame between opening the first and second campuses is a reasonable period to train teachers, solidify curriculum and teaching methods, build a strong American Prep culture, and develop leadership within the organization. The members of the governing board have also had time to learn their roles, establish proper patterns of leadership, and work with school administration to address challenges and opportunities facing the school. This is evidenced by the 4- and 5-star ratings earned by Sunset within the Nevada Schools Performance Framework. In short, five years is adequate time to establish stability through the inevitable changes opening a new campus will bring.

- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them. Examples may include:
  - a. Inability to secure facilities/facilities financing;
  - b. Difficulty raising philanthropic funding;
  - c. Insufficient talent pipeline/difficulty recruiting faculty;
  - d. Insufficient leadership pipeline/difficulty recruiting school leaders;
  - e. Misalignment between the founding school and leader and new campuses and leaders, and:
  - f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.



## Risk #1 - Inability to fill to capacity

The primary risk to a charter school is the inability to fill the school to the planned capacity. When opening a new charter school in a new state, the risk is increased because the school is positioning a new "product" into a new "market" without a clear demand and without a positive local track record.

This risk is mitigated significantly when opening a second campus. Members of the community and friends and family of the current students have seen the positive results of an American Prep education. American Prep has a strong brand supported by academic results published by the state of Nevada. We enjoy a considerable <u>waiting list of families</u> that would like to enroll in the school. In fact, we would only need to enroll about 25% of the list to completely fill a 640-student elementary school. We will plot these interested families on a map as we select the best location and estimate how many potential students would actually choose to attend our school.

We have a history and track record of success<sup>4</sup>. The first American Prep campuses in each state were established by parents, in a "grass-roots" effort. The governing board members were both qualified, and highly invested in the success of the school. This built a huge network of interest and support that led to amazing enrollment results. The experience of American Prep has been that every campus in every location (two different counties in Utah and one in Nevada) has always enrolled to capacity.

## Risk #2 - Securing Facilities and Financing

Securing facilities and facility financing can also be very challenging aspects of opening a new school. Our management company, American Preparatory Schools ("APS"), has been actively searching for property suitable for the Las Vegas 2 campus. APS has sought suitable property for eight other (8) campus locations, so they have extensive experience in choosing affordable and functional properties for charter schools. They will ensure that all certificates and inspections are obtained prior to the commencement of school. APS also has an advantage in seeking financing for a new campus by using their reputation to receive favorable financing rates. For example, when APS seeks bank financing for a new school, the bank is able to evaluate the credit risk of the new school by looking at other APS managed schools<sup>5</sup>.

## Risk #3 - Insufficient talent pipeline - recruiting faculty and leaders

Another risk that we have addressed is an insufficient talent pipeline and the ability to recruit quality faculty. From our experience, this challenge is greater in recruiting and staffing qualified Science, English, and History teachers at the secondary level. This particular challenge will be less of an issue when recruiting for an all-elementary school; however, we are realistic in anticipating that we will still be challenged in finding the best staff and teachers for the new school.

One of the advantages of opening a second campus, is that there will be more opportunity for staff to advance to leadership positions. There will be at least three (3) new "director-level" positions at

<sup>&</sup>lt;sup>4</sup> School Test Results, Nevada State Report Card, Utah School Rankings

<sup>&</sup>lt;sup>5</sup> Utah Facilities Expenses, Financing Details



the new campus, as well as opportunities for teachers to develop into team-leaders and coaches across the network. Often when opening a new school, it is a great challenge to identify and quickly train the right individuals for these leadership positions. We are very excited to have some of our existing all-star American Prep teachers move up into these leadership positions at the new campus.

Another advantage is having an EMO with campuses across multiple states, which provides an opportunity for teachers to move unilaterally from Utah to Nevada. A few employees from American Prep schools in Utah have moved to Nevada and are currently employed at the Las Vegas Sunset campus.

Our EMO recruits teachers from national forums (often through websites) and provides the recruits with options of worksite location. The EMO also recruits from local teacher hiring fairs in both Utah and Nevada. Often the fairs in Utah produce candidates that would like to work in Nevada.

It is important to mention that our EMO has a very high standard for the American Prep staff with teacher quality being the #1 goal, and teacher retention a close second. Because of these priorities, American Prep's recruiting and hiring processes are very refined. We believe that we will be able to successfully overcome any staffing challenges that may be encountered.

## Risk #4 - Misalignment between leadership teams

Because American Prep uses an EMO, there is not a risk of misalignment between the existing and new leaders. All leaders are recruited, trained and managed by the EMO. This changes the relationship from a potentially competitive one, to a cooperative environment where the seasoned leaders can offer support, advice, and mentorship to the new leaders.

(3) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

American Prep's EMO has helped build and initiate eight (8) schools in Utah and Nevada. With each school, the management company has learned new lessons.

When American Prep first opened in Nevada, it was the first time that the management company had started a school in an existing lease space. This was a significant challenge but the EMO brought in all of their experts and personnel from the organization to solve the problems that were presented. We utilized parents who wanted to enroll in the school to help remodel and furnish the facilities. Some of these parents also had contacts at the SPCSA, fire department, local contractors and suppliers, and community developers and we were able to leverage these relationships to help us overcome the challenges that confronted us in opening the new school.

At the Las Vegas- Sunset campus, American Prep has had to address significant traffic issues. At a charter school without a bus program, we have to route hundreds of cars through our facility twice each day at drop-off and pickup. This has created a significant challenge. We have developed and



refined our system through multiple iterations to minimize the traffic on-site at any given time. We recently purchased additional property that we believe will finally resolve this issue.

American Prep's EMO operates under a process of continual improvement. Each school opening allows opportunities to refine those processes based on the purposeful evaluations of previous experiences. The EMO often calls Las Vegas- Sunset their best campus yet and anticipates that we will be able to make even more improvements for Las Vegas 2.



#### PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.

Parents who have students on our waiting list have played a crucial role in American Prep's decision to pursue this expansion. Due to the <u>overwhelming demand of the list</u>, we decided this expansion is a step in the right direction for the community. Although we have not physically involved parents in this proposed expansion since it is not public knowledge, we are confident this step will be enthusiastically accepted by our eager parents on the waiting list.

(2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

## Engage community (approval to opening)

Upon approval of the expansion, there will be a public announcement. At that time, we will enlist the help of parents within the community to "spread the word" by handing out flyers in neighborhoods, posting on social media forums, and talking about the expansion with their family and friends.

Our parents have been consistent in helping American Prep's successful campus openings by creating committees to oversee different tasks, donating warehouse space, lending moving trucks, and volunteering relatives for labor intensive jobs such as: repurposing desks, moving furniture and installing whiteboards.

We have learned that one of the biggest things our parents can help us with is storage space. We'll ask parents to identify and volunteer space for American Prep to store furnishings, fixtures and equipment (FF&E), curriculum, and textbooks that we may want to place into the new school. By securing storage space early in the process, our procurement team can immediately begin to purchase these items. With the benefit of time, our procurement team is able to buy more than 80% of our FF&E second-hand. This procurement process contributes significantly to our ability to utilize our financial resources to optimally serve our students.

In conjunction, parent volunteers are very important in providing the labor required to transport such FF&E from their original location to a storage space. We often solicit this help from community members that are not parents of American Prep but are excited about the prospect of assisting a school that their child may attend in the future.

Once a building is move-in ready, we ask parents, students and other volunteers to paint walls, install bag hooks, help with the classroom set-up, label textbooks and dockets, organize workrooms and clean windows. We are confident that our existing and new families at the proposed Las Vegas 2 campus will be involved in the expansion process.



## Establish Buy-in and Parent Priorities

American Prep is confident in the parent and community buy-in for this expansion due to the ever growing <u>waiting list</u>. We have also discovered that when parents participate in the rigorous labor required to open a school, they experience immense buy-in toward the success of that school. Additionally, this helps the parents and students appreciate and care for the furniture and fixtures a little more.

We know that our parents' priority is first and foremost their child's education and American Prep is where they'd like their child to gain this education. We welcome all positive, effective and concise communication from parents through email, phoning our office and/or contacting us through our website.

In addition, the governing board will hold regularly scheduled board meetings to keep the public apprised of any developments related to the school's construction, staffing, lotteries and enrollment, etc. The board meetings for the expansion will be posted on our website and our existing school building with 72 hours advanced notice.

These public meetings are advertised to ensure that parents, neighbors and the community are able to voice their opinions, concerns and assist the board in understanding their priorities as parents. These board meetings will continue to be held during the transition process and post opening. There is also a board member who is appointed as the Parent Advocate who can meet privately with parents to address any concerns.

(3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

#### **Engage Parents**

American Prep engages our parents daily by sending home parent communication via Learning Plans with each elementary student. Weekly school newsletters sent via email and in take-home dockets provide constant information about upcoming school-wide events and special schedules for class or grade activities which always extends invitations for parental involvement through volunteering to help in those events and activities.

At the beginning of the school year and shortly after the year begins, American Prep holds on two separate nights, a Meet the Teacher Night and a Back to School Night where parents, students and teachers can meet and discuss the upcoming the school year expectations and get to the know one another better, creating a friendly environment where they can discuss their student's progress.

We have an "open chair" policy in all our classrooms where parents are invited to come and observe instruction at any time. We offer Parent-Teacher Conferences three times a year where parents can meet with the student's teacher one-on-one to discuss progress and give and receive feedback.



There are many opportunities for parents to be involved at the school, including weekly assemblies for the K-6 grades where parents are invited to come and watch as students "Show What They Know." These assemblies help parents see what their student is learning in class and gives the student the opportunity to show their parents the progress they have made in that subject.

American Prep also holds several assemblies where parents, neighbors and the community are invited to observe their students' performances, including the Veterans Day, Builders, and Memorial Day assemblies.

## Family-school partnerships, Parent commitments

All families are required to come to at least two all-school meetings per year, where they will be taught how to participate in American Prep's programs. Parents of students in grades K-6 are required to read and sign the student's Learning Plan daily. This signature is checked daily by the teacher, and statistics are maintained with regard to parent compliance in this task.

Parents are required to assist students in completing daily homework assignments (as needed) and are to communicate any problems or issues with the teacher via the Learning Plan daily. Elementary and secondary parents are given a login to review student grades via the Infinite Campus system. Secondary homework assignments are recorded on a daily planner for parents to review.

American Prep asks families to provide 20 hours per year of volunteer service. All parents are trained, provided Volunteer Guidelines, and invited to participate in the committees or projects that are of interest to them. Volunteer hours are tracked on weekly communication envelopes. During the last quarter of the year, parents who have not completed their 20 hours are invited to participate in special projects so that they may meet the required hours.

Some of the activities and programs that our families and the community are involved in are: Fall Carnival, Builders Assemblies, Veteran's Day Assembly, Winter Music Concert, Reading University Assemblies, Spring Music Concert, Spelling Bee, Geography Bee, Speech Festival, Science fair, Memorial Day Assembly, and our 5K Fun Run.



(4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 11, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Community involvement is an incredibly important aspect of American Prep's mission. We have the support and partnership of American Preparatory Education Foundation, a non-profit 501(c)(3) whose mission, "provides energy, focus, and expertise as it raises funds for capital improvements, program enhancements, and scholarships to students, parents, and educators connected with American Preparatory Academy (American Prep) schools.

The foundation's mission is to enhance the American Prep experience for our students and to provide that experience for an increased number of students and families. This has been helpful for the current Sunset campus in raising funds and providing tax write-off donations for the public who donated money for the following programs: the athletic department, purchasing band equipment, lockers for high school students and equipment for the drama club.

We recognize the importance of having community partnerships and will continue to seek such relationships for the benefit of our student population. American Prep will continue to build and strengthen the relationships we have with current volunteers, organizations, and businesses and will look to expand as those opportunities present themselves.

Please see Attachment 11 for letters of community support.

(5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

We have learned that the parents in the southwest corridor, our targeted community, are looking for an academically-rigorous classical education program and are willing to have their children in school for longer hours in order to obtain that. Parents of potential students have flooded our doors with requests for open spots in seeking any availabilities within our school. We have received thousands of applications to date and have concluded that expanding our school with a campus dedicated to grades K-6 will create available openings for new students of all grades K-12.

The parents in our community are highly supportive and ready to volunteer and serve at the school in our many highly successful community events. Some of those events include: an annual carnival, fun run and assemblies and concerts which parents are highly motivated to contribute to, with volunteer hours, cash donations, gifts-in-kind donations and advertisements on behalf of their children's education.



We have provided outreach to the local community through information meetings, our website, and other local advertising. Our monthly board meetings are open to the public, and we have utilized social media (Facebook, etc.) to provide information, increase awareness, and to receive feedback for/from the local population. These are the strategies that we have implemented to learn from and engage the neighborhood, community, and city/county.

With regard to non-parent community members, American Prep has received a very positive reception within the community. Our neighbors have visited the school and been complimentary about our processes and our students. With the proposed expansion, we will continue to positively impact the southwestern corridor and include more families and neighbors in our school community.

(6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

Our EMO is our primary partner in planning for the second campus, providing human resource management, financial planning, seeking viable properties, building design, and aiding in construction. The architect of our Sunset campus (Ed McDonald of Elm Group) has been collaborating with APS as they seek out a property for the American Prep-LV #2 campus. Request for proposals from contractors will go out to contractors in the area and a reputable contractor with the most valuable proposal will be chosen to take the school through the planning and permitting processes, and then through the construction process.



# **ACADEMIC PLAN**

#### MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

It is our mission to provide an orderly, safe, and nurturing learning environment wherein contentrich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements.

American Prep will serve families that are dedicated to a classical education model within the Las Vegas valley. We believe setting high expectations, requiring hard work, and supporting students as they overcome obstacles to success.

We envision a top-tier academic and talent-building school where parents can be confident that their child will reach maximum academic proficiency, be prepared for university study, and develop strong interpersonal and leadership skills. In short, we strive to produce students that will be prepared to change the world for the better.

Success looks like students who actively engage in learning, who make academic progress as measured by regular assessments, and who become leaders. Leadership skills include showing respect and knowing how to behave in common social and business environments.

(1) Explain whether the proposed mission and vision for the network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications. Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

The proposed mission and vision for the Las Vegas 2 Campus is the same as our existing American Prep Sunset Campus. We will be able to maintain consistency and coherence in several ways.

The EMO will train the new campus leaders and teachers, just as they did with the Sunset Campus leaders. The administration and teaching staff of both campuses will have regularly scheduled meetings together. We currently have a network-wide (Utah and Nevada) leadership and coaching program that will ensure both campuses are continuing to carry out American Prep's mission and vision.



#### **CURRICULUM & INSTRUCTIONAL DESIGN**

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

- (1) Historical Performance
- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. However, a school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics. *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.*

Please see <u>Attachment 25</u> for school data and <u>Attachment 27</u>, a letter from the SPCSA congratulating our Sunset school as a leading performer.

(b) **Interventions**: Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

American Prep's past performance has met and exceeded the organization's expectations to date. We realized that in some areas we could improve as an organization and thus we've taken these opportunities to do so.

We noticed our students were turning out low SBAC test scores and we were unsure why. After looking at the tests and then our curriculum lessons, we realized that the verbiage and format that we were teaching our students differed from that of the tests. The information was correct, however the execution of our information needed to be adjusted to align our curriculum lessons with the SBAC test. We have offered training to our teachers on how to mitigate this issue and will continue on-going training classes. We anticipate that our scores will improve year to year. It is our goal to reach 80% proficiency.



- (2) Academic Vision and Theory of Change
- (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

The following items are non-negotiable as part of our model:

- Direct Instruction programs
- Precision Teaching methods
- Core Knowledge Sequence for the curriculum base
- Classical Education emphasis with Latin and Logic courses
- Small, achievement-leveled learning groups in the elementary grades in the subject areas of reading, spelling, and math
- All academic programs are research based and field tested
- Daily and Weekly assessment of learning outcomes
- Teachers meet regularly as teams to refine their academic guides and collaborate on lesson planning and class schedules
- Music, Art, Computer, and Foreign Language class options
- Character and Leadership education programs

These items are constant, and do not vary.

- (3) Performance Management
- (a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole. What performance management systems, processes, and benchmarks will the school use to formally assess this progress? Explain how the school addresses underperformance and describe the corrective action plan procedures.

Student performance is assessed and tracked on a weekly basis. These weekly reports identify student-level and groups-level underperformance. The teachers, instructors, and Academic Director address these deficiencies in weekly team collaborative meetings and suggest and implement timely interventions. The campus Academic Director may also identify and address teacher ineffectiveness with extra instructional support, coaching, or targeted professional development where indicated. American Prep is constantly looking for ways to assist staff in addressing any concerns or issues to ensure student success.

At the conclusion of each school year, end-of-year assessment data is reported and organized into a Comprehensive Needs Assessment (CNA). The CNA includes demographic, attendance, behavior, and assessment data. Also included in the CNA are the results of the annual Parent Survey. This



anonymous Parent Survey evaluates, among other things, the satisfaction of parents with the quality of the academic program and their opportunities to participate in the schools.

American Preparatory administrators annually invite select staff and parents from each school to participate in a District/School Planning Meeting. This Committee reviews the Comprehensive Needs Assessment and analyzes areas for potential improvement. District/School Plans are developed with goals, action steps, and budget relationships.

(b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.

If enrollment did not meet the break-even budget target, and we were not able to remedy this with other revenue sources for 2 consecutive years, a petition to close would be considered by the board.

If our students perform academically in the bottom 5% in the state of Nevada, overall (all grades and subjects tested) for 2 years without improvement, a petition to close would be considered by the board.

(c) College Readiness (HS Only): Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.

This application is for a K-6 campus, so this section is not applicable.

(d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

American Prep uses academic, financial and operational metrics in determining its readiness for replication. Academically, our elementary school has received a 4-star rating and our middle school has received a 5-star rating. Our high school has yet to receive a star rating due to a lack of information used in the Nevada School Performance Framework. This year we will have our first graduating class which will provide this information. However, our standardized test results in our high school were higher than the average for Clark County (see Attachment 25).

Financially we have received a clean audit and have roughly \$1.8 million in reserve with a very healthy cash flow. Operationally our school has had consistent enrollment in all grades over the past 4 years and we have very strong wait list numbers in grades K-6. Due to the academic, financial, and operational success of American Prep's Sunset campus, we are confident that this is the time to replicate our model and open a second campus in Las Vegas.



## PROGRAMS OF DISTANCE EDUCATION (Distance Education Expansion Amendments)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- 1) Describe the system of course credits that the school will use.
- 2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- 3) Describe how the school will ensure students participate in assessments and submit coursework.
- 4) Describe how the school will conduct parent-teacher conferences.
- 5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

This does not apply to our school as we do not offer any distance education classes.

PRE-KINDERGARTEN PROGRAMS (All Operators Currently Operating or Proposing to Operate Pre-K)

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a subrecipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at Nevada Department of Education – Early Learning and Development site. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

- 1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- 2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both



- state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- 3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- 4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.
- 5) This does not apply to our school as we do not offer a preschool program.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (New High School Amendments Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- 1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- 2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- 3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

This does not apply to our school because we are applying for a K-6 elementary school.



#### **SPECIAL POPULATIONS**

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students: SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

- 1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
- 2. SPCSA schools develop programs to support the needs of their students.
- 3. SPCSA schools do not counsel or kick any students out.
- 4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
- 5. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.
- 6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student

American Prep Las Vegas aligns our Special Education Program with complete fidelity to <u>IDEA</u>. Additionally, American Prep Las Vegas, under the guidance and requirements of the Nevada State Public Charter School Authority, created the <u>American Prep Las Vegas Special Education Guidance Manual</u>, Model Policies and Procedures Document. This document, in conjunction with the Federal Laws governing IDEA are the essential primary resources and references used at American Prep for Special Education Services. The SPCSA approved the American Prep Las Vegas SpEd Guidance Manual in 2017.

### **Special Education**

(1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.



# Special Education Team Organizational Chart



\*employees of the EMO

#### **Curriculum and Model**

Our campuses continue to use a highly effective research based instructional model with a proven track record of creating high academic outcomes for special populations for the last 15 years at the American Prep campuses in Utah<sup>6</sup>. This model has been successfully replicated at the Sunset campus location for the last 4 years in Nevada<sup>7</sup>. Using this proven model, American Prep has been achieving high academic outcomes for students with disabilities, including students with mild, moderate, and severe disabilities for each of those years. The model was based on a highly successful school in Colorado – Cheyenne Mountain Charter Academy, now known as <a href="The Vanguard School">The Vanguard School</a>. The school focuses on rigorous academics, virtuous character development, and utilizing small achievement-level groupings in elementary school – all in a fun and enthusiastic environment.

<sup>&</sup>lt;sup>6</sup> See Utah Special Education Data

<sup>&</sup>lt;sup>7</sup> See <u>Las Vegas Special Education Manual</u>



## **Multidisciplinary Team**

- Campus Academic Director
- Special Education Case Managers
- Psychologist
- Teachers
- Instructors

The first step of the instructional model is the collection of academic and behavioral data through assessment. This data is used by the Campus Academic Director to place each student in the appropriate ability-level group for each subject. The data identifies the student's level of mastery in reading, math and spelling before entry into the academic environment.

The next step is to continue to gather data and make adjustments to each student's placement as needed. Teachers collect and report comprehensive academic and behavioral data for each student to the Campus Academic Director weekly. The Campus Academic Director organizes and sorts the data for the Multidisciplinary Team (MDT) to review. The team identifies any students who are not at mastery (80%) or performing below grade level and apply a Response to Intervention (RTI).

The MDT has the responsibility to identify what RTI strategies may be implemented to improve the student's performance. They will apply those strategies, document the duration of implementation and the results of each intervention and determine if the strategy is successful in supporting the student to mastery academically and/or behaviorally. Ultimately, the Campus Academic Director is accountable for improving and reporting those outcomes to the Executive Leadership, who reports to the board at annual and quarterly performance reviews.

#### Executive Leadership Team

- Executive Director
- Executive Academic Director
- District Academic Director
- District Special Education Coordinator

These individuals have over 60 years combined experience in education and have been employed in the capacities of curriculum creation, instruction training, district level administration and teaching at American Prep.

This team is responsible for creating, monitoring and improving all curriculum, including reading, math and spelling courses taught at American Prep. The Executive Team reviews weekly reports from each campus and holds the Campus Academic Director and/or MDT accountable for high academic outcomes. They also consult and advise the MDT how to address particularly difficult student challenges or students not responding to RTI efforts.

#### Las Vegas Governing Board

The Board has been serving the American Prep Las Vegas Schools for over four years and is highly accomplished in the role of receiving and reviewing the regular reports generated by the



Instructional Leadership demonstrating the academic outcomes in performance for all student populations at APA, including students with special education needs.

Each of the five governing board members are leaders in the local business community with individual proven track records in creating professional success<sup>8</sup>

#### Track Record

The Las Vegas campus has only been open for four years, so we have limited data to show the efficacy of our Special Education program. However, <u>Attachment 32</u> includes data from the state of Utah where we have provided a broad continuum of services for many years. This data demonstrates the efficacy of the program American Prep uses to serve the special needs population.

(2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?

Child Find is a Federally Mandated element of IDEA and the State of Nevada. There are clearly identified protocols and procedures to accomplish the goals of Child Find. American Prep aligns its Child Find protocols to those two authorities as outlined in the American Prep Las <u>Vegas Special</u> Education Guidance Manual

Children may be referred to Child Find by parent, state or community agencies, private agencies, medical providers or facilities, private or parochial schools, preschool or daycare centers or others concerned with the child's needs.

Key elements of Child Find include but are not limited to the following protocols as described in the CCSD Special Education Services Manual<sup>9</sup>:

- Interventions are strategies, developed on the basis of individual need, designed to have a remedial effect upon any academic or behavioral difficulties of a student.
- Performance in the current educational setting means the behavioral and academic functioning of a student in the environment in which the majority of the student's education occurs. Additional NAC criteria exist for determining a student eligible under the classification of Specific Learning Disabilities.
- Scientific Research-based Intervention means the modification of the classroom
  environment, curriculum or delivery of instruction in the general education settings, which
  is based upon an examination of the characteristics of the student as a learner, the
  instruction being provided and the curricular task to be accomplished and targeted toward
  improving the student's level of performance and rate of learning. The modification of the
  classroom environment, curriculum or delivery of instruction is demonstrated through
  scientifically based research and practice to have a positive impact on the student's
  academic achievement or behavior.

<sup>&</sup>lt;sup>8</sup> See <u>Board Member Resumes</u>

<sup>&</sup>lt;sup>9</sup> CCSD Special Education Services Manual, section 4.1.4, no page number. Revised 3/21/12 GAC 1393.13



Additionally, American Prep works in cooperation with other agencies, in the county to:

- Locate all children and youth with disabilities from the ages of 5 through 21 in the counties of which the school(s) reside and/or provides services. American Prep is not serving students from the ages of birth to 4 years old. Naturally, that age of student population will not be attempted to be locate.
- Identify and refer individuals suspected of having a disability for evaluations as per the RTI protocols in place as listed above.
- Provide information to the community about the Child Find project and increase awareness about the educational rights of individuals with disabilities and their parents, through the following methods:
  - Newspaper articles and other media
  - o Correspondence with community members in the usual business of notifications about the opening of the new charter school in the area during enrollment activities.
  - o Annual screenings in school for vision and hearing.
  - o After being selected in the lottery for enrollment and only after actual enrolment to attend the American Prep School is fully completed and accepted by American Prep.
  - Annual Teacher training on identifying potential disabilities at Teacher training week, Pre-service or Professional development.
- Maintain a child identification log indicating which children 5-21 years of age are receiving special education and related services and which children were found to be not eligible for service. The log contains the following information, if applicable, on all children referred for evaluation:
  - Student Name
  - o Age
  - Date Referred
  - o Date Evaluated
  - o Date Service Initiated
  - o Disability Category
  - o Reason for Not Serving

# Before Making a Referral

When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before a referral is made, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom. This is called RTI, Response to Intervention. It is tracked at American Prep on a specialized form called the "Huddle Form". Data is collected over a specified period of time (6 to 8 weeks) which reports what intervention was used, for what period of time and to what result. That data is reviewed every week to insure proper attention is given to the particular student situation to ensure responses can be timely for the best possible outcomes.

#### General Education Interventions

If a student is experiencing an educational or behavioral difficulty but is not suspected of having a disability by the charter school, the charter school may attempt to remediate such difficulty through



providing scientific, research-based interventions, in line with Positive Behavior Interventions and supports<sup>10</sup> (called RTI) as identified above.

The Nevada Administrative Code<sup>11</sup> (NAC) defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures shall be used by the school whenever a particular student is experiencing academic or behavioral difficulty:

- 1. Develop an intervention plan for the student, to include:
  - A description of the academic or behavior concerns, and the degree to which the student's academic or behavior performance fails to meet the demands of the educational setting;
  - b. The interventions to be provided, which are targeted toward improving performance and increasing the rate of learning.
  - c. The data to be collected to measure the student's level of performance and rate of learning.
  - d. The frequency of data collection; a description of how the data will be summarized; a description of how intervention effectiveness will be evaluated; a schedule for evaluating intervention effectiveness.
- 2. Provide a copy of the intervention plan to the student's parents.
- 3. If the eligibility team intends to determine eligibility for SPECIFIC LEARNING DISABILITIES based upon the child's RESPONSE TO INTERVENTION, American Prep will provide the "NEVADA DEPARTMENT OF EDUCATION POLICY STATEMENT RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION" document to the student's parents. This Policy Statement is not required if the student's eligibility for SPECIFIC LEARNING DISABILITIES will be determined based upon the discrepancy analysis model.
- 4. Based in part on the results of the targeted, scientific, research-based intervention, determine whether the student is suspected of having a disability and should be evaluated for special education eligibility.
- 5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the charter school must:
  - a. Conduct the initial evaluation if the charter school agrees that the student is suspected of having a disability; **or**

<sup>&</sup>lt;sup>10</sup> Positive Behavioral Interventions & Support - Research

<sup>&</sup>lt;sup>11</sup> (NAC) §388.325



b. Provide PARENTAL PRIOR WRITTEN NOTICE of its refusal to conduct the initial evaluation (if the charter school does not agree that the student is suspected of having a disability). Any proposed refusal to evaluate a student must be discussed with one of the LEA's Special Education Programs Professional (EPP).

If the charter school determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if the charter school determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the charter school may refer the student for an initial evaluation.

(a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

American Prep does not offer Pre-K services, so this portion of the question is not applicable.

Enrollment at our campus begins with a lottery. Once a student has been given a seat at our campus, the parents complete registration documents, which include data about medical conditions, previous use of special education services, speech and language services, and accommodation plans. As part of our registration process, each incoming student receives an assessment to place them in the appropriate academic classes. This is another time that we ask if they have an IEP and ask for it to be transferred to our campus. The person completing the assessment also leaves notes if they have concerns that would start the RTI process.

(b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?

The school will be a K-6 elementary campus, so this item is not applicable.

(c) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

The State of Nevada and the Federal Government have identified generally acceptable ratios of identification within a demographic of a region. There are protocols in place to notify an academic organization reporting ratios outside of those acceptable measures. The use of Infinite Campus, the student information system used by the State of Nevada, automatically enrolls American Prep into the reporting system within the State of Nevada's measures and controls for this and many other measures required by IDEA.



## Strategic Intervention Assistance<sup>12</sup>

The 2004 reauthorization of the IDEA requires Nevada to have in effect policies and procedures designed to prevent the inappropriate over identification or disproportionate representation by race and/ or ethnicity of children as students with disabilities. There is also a heightened priority on considering the extent to which a student has been provided appropriate instruction and instructional supports prior to, or as part of, the special education referral process, including review of any data-based evidence of student progress relative to instruction. Specifically, NAC requires that educational interventions be implemented and evaluated **before** a student can be determined eligible for special education as having either Specific Learning Disabilities or Emotional Disturbance.

(3) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

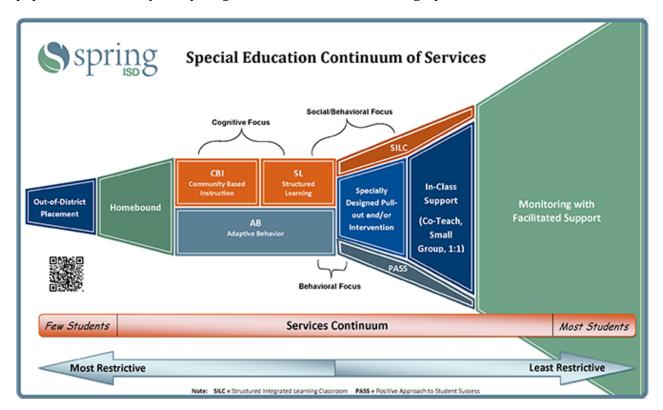
American Prep will offer the full continuum of services for students with a range of disabilities including intellectual, learning and/or emotional. Services for all students will be determined using data collected by the PLT team and consensus amongst the IEP team. American Prep does not intend to offer complete programs related to specific disabilities (Autism, ED, etc), but plans to determine services on an individual basis.

The resources and personnel used to provide these services will include but not be limited to the Special Education case management staff, paraprofessional staff and additional related service providers needed and identified by the IEP Team. Administrative responsibilities will include general supervision of services and personnel involved both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the possibility of services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

<sup>&</sup>lt;sup>12</sup> 4.1.4. CCSD Special Education Procedures Manual, 2012



The general representation of how those services would be tiered and what amount of the population would be participating in what level is shown in the graphic below.



(4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?

We will be conducting outreach specifically to areas within a 5-mile radius of the campus, to involve the local communities and neighborhoods. We will try to attract families with parallel ideologies to American Prep. We wish to serve a community of parents that support our alternative model of education, and will conduct outreach through flyers, information sessions, tours, local advertisements, social media advertising, and, most importantly, through outreach conducted by our current dedicated families.

As part of our monthly open house tours for prospective families, we clearly explain that our school is able to provide any and all services needed by a student's IEP or 504 upon enrolling in our school.

(5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?



American Prep uses a well-established electronic data collection and review protocol to identify on a weekly basis any student not at mastery (80%) in core subjects such as Reading, Math, Spelling and home room content.

The data is reviewed every week by the Multidisciplinary Team (MDT) to identify what measures have been taken, document those measures on the "Huddle Form," and identify what additional actions and interventions will be applied and documented through the Response to Intervention (RTI) process.

This process allows the MDT to monitor and respond to students in special populations in a highly responsive manner.

(6) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

American Prep will recruit qualified Special Education staff through social media, online advertising, and career fair and hiring fair opportunities. Due to the competitive nature of recruitment, establishing connections with colleges that share our vision and prepare graduates for success within classical schools is important. It is the intention of the American Prep Director to travel to expand recruitment pipelines and develop relationships with key educational institutions. Long-term, this enables the school to attract candidates that are in harmony with American Prep's mission and vision and substantively contribute to the accomplishment of such.

One of the best sources of qualified applicants is referrals from school stakeholders. Once a stakeholder comprehends and supports the mission and vision of the school, they often seek to help the school achieve their mission and vision by referring their similarly minded friends and family. American Prep will be careful to elicit referrals from employees and parents that share our vision.

All Special Education teachers and related service personnel will possess the appropriate licensure according to Federal and Nevada Law. In addition to this, individuals will be selected based on their attitude, work ethic, commitment to the American Prep mission & vision, and love for children. To ensure that American Prep secures the top talent in the state of Nevada, American Prep will offer competitive salaries and benefits with extensive professional development opportunities.

Once qualified staff is in place, formal evaluations will be conducted annually by administration to determine the quality of instruction and services that are being provided. Coaching will be provided during this process to improve instruction and individuals whose performance warrants, will be placed on a Strategic Coaching Plan according to American Prep's staff development policy.

(7) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?



American Prep will provide all-staff professional development prior to the start of the school year on Child Find, classroom interventions, the Multidisciplinary Team, and the purpose of Special Education. The Special Education Site Coordinator will lead small group or one-on-one sessions with grade level teams or individual teachers to discuss the specific modifications to curriculum and instruction that will need to be implemented based on individual student needs.

A member of the MDT will review each IEP with each teacher, collecting signatures from the staff to confirm that there is a clear understanding of the student's disability, needs for services and to discuss ideas for meeting those needs within the classroom. A member of the MDT will evaluate general education teachers both formally and informally on their ability to address the needs of students with disabilities during instruction. Individual feedback from these evaluations will be shared with the general education teachers, and campus administration may recommend additional professional development for specific staff members as a part of this process.

Additional professional development on the modification of curriculum and instruction will be provided by the Special Education Coordinator throughout the school year, as needed. The Special Education Case manager will perform "Specially Designed Instruction Observations" (SDIO) periodically to confirm that the student is in fact receiving the services provided for in the IEP. If there is discrepancy between the SDIO and the IEP, the academic director will make any needed correction to the teacher and another SDIO will be conducted to confirm the student is receiving appropriate Specially Designed Instruction.

All modification of curriculum, accommodations for students and identification of supplemental services are explored in the weekly PLC Meeting and reflected in the RTI documentation and in the final IEP.

(8) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

Discipline of students with disabilities is very specific and carefully protected by IDEA. American Prep follows the prescribed protocols as outlined by Federal Law and further outlined in the SPCSA approved <u>Las Vegas Special Education Guidelines Manual.</u>

Administration, as well as Special Education teachers, will be trained as to the rights of students with disabilities under IDEA. All staff will be made aware of the students that are protected under IDEA through collaboration with the Special Education Coordinator, Administrators and through the student information system (Infinite Campus).

Students with disabilities who have been removed from the school for more than 10 days due to inappropriate in-school behavior according to American Prep's discipline policy will be provided a hearing known as a Manifestation Determination meeting. As a part of this meeting, the IEP team will assemble to determine if the behavior that the student displayed was caused by the student's identified disability. If it is determined that the disability resulted in the student's misbehavior, the student will continue receiving services as prescribed by the IEP and the IEP team will create a



comprehensive behavior plan and conduct a thorough review of the provided services within the IEP.

If the disability was not related to the child's misbehavior, then the IEP team will conduct a review of the child's IEP, including the least restrictive environment and the child's placement. In some instances, the child may receive services in an off-site educational setting according to the least restrictive environment. Additionally, the IEP team may determine that specific students would benefit from homebound services according to health or behavior needs. All placement decisions are made by the MDT, are based upon the child's needs and are intended to improve the child's ability to access grade level content.

(9) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

APA monitors and evaluates the progress and success of students who qualify for special education services in two ways:

Firstly, by reviewing the special education proficiency reports and required federal and state statistical reports sent to the school from the SPCSA and the State of Nevada. These reports are reviewed by the MDT, forwarded to the executive leadership and then to the Board of Directors for review. Plans for improvement are identified and implemented. Where corrections or concerns need to be addressed, the MDT and the executive leadership team will identify required actions for that correction and then report to the executive leadership team who then reports to the Governing Board to seek input and approve plans for improvement. This helps the school stay in compliance with state and federal laws.

Secondly, the multidisciplinary team (MDT) reviews academic progress for special education students weekly in the campus MDT meetings. Students who are not at mastery or who are below grade level are identified and interventions are put into place to make the appropriate curriculum and instructional decisions that will insure their success. Those outcomes are then reported to the executive leadership team and then to the Governing Board at least annually.

Compliance with relevant state and federal laws is managed through the annual monitoring completed by the SPCSA on site. If there are findings of non-compliance in case files, corrections directed by the SPCSA are made and re-submitted for final evaluation.



(10) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?

At the beginning of the academic year, all parents are required to participate in the APA annual "Back to School Night" activities and orientation and the "Celebration of Excellence" event for new and returning families and students. This is when the expectations of parent participation are reviewed and each parent is required to sign an agreement to commit 20 hours of volunteer service time to the school annually. Additionally, parent teacher conferences are held twice a year. APA is an "open school" and we welcome parents to be in the school as frequently as they like in order to have better parent involvement.

APA provides students a Learning Plan Day Planner system in secondary and a weekly Learning Plan for elementary students for tracking all assignment and activity information. This is the primary tool of communication between parents and school and improves parent involvement in their students' educational experience.

(11) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

A distance education learning environment is not being provided. This section does not apply.



### **OPERATIONS PLAN**

- (1) Organization Governance Structure & Board Development:
- (a) Describe how the organization's governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on:
  (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campuses
- 1. As we invite 600 new students into our American Prep family, we will want to make sure that those students and families feel represented on the Governing Board. If they feel it necessary, the board may solicit applications for new members from the new population of families. The Board's roles and responsibilities will extend to represent the families at the new campus, and the new site.

As the school network expands into two campuses, the Board's focus will divert away from physical expansion of the American Prep network and converge onto the staffing needs, culture symmetry, and safety and performance replication at the new site. The Board's trusted management will divert some resources away from American Prep's Sunset campus, such as highly trained, quality teachers and administrators, in order to ensure a successful expansion at a second site. The Governing Board will also conduct half of their meetings at the new site and half of their meetings at the existing site.

- 2. The board may also implement a "representative" structure where certain board members are assigned to specifically represent certain campuses. For example, we may have one board member serve as the "parent advocate" for the Sunset campus and another board member serve as the "parent advocate" for the APA-LV #2 campus. This divides the responsibilities of the board and gives parents a single point of contact to the board.
- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.

Lee Iglody has significant experience in corporate law and finance. As a founding member of the board who was tasked with compliance, he invested the time and effort necessary to master the laws and regulations that apply to Charter Schools. In addition to his study of the law and regulations, he honed his operational and governance knowledge by attending conferences and spending hours in one-on-one meetings with other charter school administrators and board members, as well as the helpful SPCSA staff. Demonstrating his commitment to achieving the highest standard of governance, he has joined the Charter School Association of Nevada (CSAN) board of trustees and is an active member in its planning group. An avid supporter of school choice and the advancement of educational excellence for all students, he is in regular communication with national and local charter school advocacy and educational groups.

**Jonathan Gardner** is the Director of Strategic Sourcing at Caesars Entertainment, managing the sourcing, negotiating, contracting, and procurement compliance of \$200M+ annual facilities, engineering, and aviation spend. Passionate about education, Jonathan has also been a part-time/adjunct instructor at The College of Southern Nevada since 2008 and at other institutions prior. Jonathan is an MBA and has a Bachelor's degree in Statistics with an Emphasis in Actuarial



Science and a Minor in Mathematics. As the American Prep-LV Board Treasurer, Jonathan oversees financial management and procurement compliance for the school. He and his wife, Sara, have three children attending American Prep-Las Vegas 2.

**Rachel Lillian** received her Bachelor of Science degree in Human Development and Family Studies as well as an Early Childhood Teaching Certificate from the University of Utah in 2002. She also received a Master of Education in Teaching and Learning with an emphasis on Learning and Literacy from the University of Utah in 2004. She worked as a First Grade Teacher from 2003-2006 in Utah. She then worked as an Elementary Education Evaluator for Western Governors University from 2007-2009 where she helped students who were working towards receiving their teaching degrees. She is passionate about children receiving the highest quality of education possible and is a supporter of school choice. She began serving on the board for American Preparatory Academy in 2014 and enjoys being involved in education.

**Paris Bayardo** received his Business Administration and Marketing degree from the University of Nevada in 2011. He works as a marketing manager with a specialty in hospice care. In addition, he has built and grown multiple businesses focusing on both marketing support and elderly care. He was not an original board member of American Preparatory Academy, but his passion for education and school choice drove him to American Prep in its first year of operation.

**Ernie Elliott** earned his Bachelor of Arts degree in English, with an emphasis in professional writing and editing, from Brigham Young University-Idaho in in 2003. He received his teaching certificate in Secondary Education from Idaho State University in 2005. He later received his Master's in Education Administration degree from Grand Canyon University in in 2007. He taught secondary English for 3 years; as well as coached middle school and high school sports. He currently works in healthcare administration. Ernie, and his wife Bailey, have 2 sons currently attending American Prep in Las Vegas. He and his family have been involved in American Prep in Las Vegas since day one.

Additional expertise that the board will seek to support the growth plan will include a real estate agent for the purposes of seeking out appropriate property, following through on all due diligence, and ensuring a contract with the seller that fairly represents the governing board. The board will also rely heavily on the EMO to ensure that the new school falls within the financial budgets and projections that the school can support, the architectural design of the new school, choosing a contractor for the project, seeking favorable financing for the project, and marketing and advertising throughout the local community.

(c) Identify any Board development requirements relative to the organization's governance needs at each stage of growth.

Members of the Board have drawn upon the deep well of experience and knowledge of the community of Charter Schools in Southern Nevada, as well as the written material available from SPCSA and CSAN. Each subcommittee chair takes time to further investigate the particulars pertinent to that committee such as employment, finance, compliance, etc. American Prep also draws upon the substantial knowledge and experience of the EMO. Recently, to bolster governance effectiveness, the Board has started sending members to specialized state and national conferences.



The staff of SPCSA has been very helpful in guiding American Prep as it fulfills its mission to the community and its students.

(d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

Attachment 29 includes American Prep's Bylaws. In addition, the board has adopted a Conflict of Interest policy:

American Prep Bylaws, section, 5.2.c, provides: Prohibited Directors. Notwithstanding the above,

- (i) the Board of Directors shall not include more than two individuals who represent the same organization, business or otherwise represent the interests of the same business or organization;
- (ii) a director shall not be an employee of the Board of Directors or the School, including, without limitation, an administrator or teacher;
- (iii) a director shall not be a contractor of the Board of Directors or the School;
- (iv) if a director serves as a director or as a representative of a nonprofit organization or business, no other director shall serve as a representative of such organization or business or represent the interests of such organization or business;
- (v) the Board of Directors shall not include any two related members (by birth or marriage) at any time; and
- (vi) the Board of Directors shall not consider any director nomination from any contractor of the school, especially and educational management organization.



- (2) Organization Charts and Decision-Making Authority:
- (a) Provide the following organizational charts:
  - Current
  - Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
  - Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

The organizational charts are found in Attachment 16.

Our six-year plan does not include expansion beyond the second campus. Therefore, it is the same as the three-year organizational chart.

The organization charts should represent the all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.* 

Please see Attachment 16.



(3) Describe the proposed organizational model; include the following information:

The school's "Core Business" is Academic Achievement and Character Development for each student. Therefore, the management structure is created to ensure that the Academic Team has the optimal opportunity to carry out their work. The School Principal, Business Manager, and Administrative Director have as their primary objective the task of "clearing the way" for the Academic Program to be implemented at maximum efficacy by the Elementary and Secondary Directors.

(a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as Attachment 12)

See Attachment 12.

(b) Resumes of all current leadership (provide as Attachment 13).

See Attachment 13.

(c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of Attachment 13)

This is not applicable.

- (4) Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
  - a) School leadership;
  - b) School business operations and finance;
  - c) Governance management and support to the Board;
  - d) Curriculum, instruction, and assessment;
  - e) At-risk students and students with special needs;
  - f) Performance management; and
  - g) Parent and community engagement.

We are very fortunate that our school-level leadership team, Rachelle Hulet, Christie Olivieri and Christy Campbell, has prior experience in multi-campus operation. We are also fortunate that our EMO has extensive experience in successful replication of high-performing schools, with eight (8) currently operating schools, and 15 years of experience in operations and replication <sup>13</sup>. American Prep has previously had two concurrently operating campuses in Las Vegas, providing our leadership team experience in dual-campus operation for one year (2015-2016), during our transition to our Sunset campus from our temporary Oakey campus. Because our operations and academic leadership teams were involved in multi-campus operation at that time, they each have

<sup>&</sup>lt;sup>13</sup> See Utah Growth and Waiting Lists



experience in multi-campus operation which will benefit the school as it expands to again operating two campuses.

**Christie Olivieri**, current Principal and future District Principal, has a decade of experience in operations and financial controls, has experience as a teacher in Nevada schools, and has been Principal at American Prep for 3 years, at both our temporary campus (Oakey) and currently as Principal at our Sunset campus. Ms. Olivieri has 10 years of controller experience (outside of education) and 3 years of experience in implementing **financial controls** in a charter school setting. Mrs. Olivieri reports to the Governing Board monthly on topics such as school operations, academic achievements, and financial accountability.

Rachelle Hulet, current Administrative Director at LV1 (Sunset campus) and future Regional Administrative Director (District), was the primary writer of the original charter application (2009-2012), was the original administrator at the Oakey campus (2014-2015) and the lead Administrator at the Sunset campus (2015-present). Mrs. Hulet provides day-to-day school leadership, provides training to staff members, and is the lead administrator with regard to recruitment and community and parent engagement. She oversees student recruitment and enrollment, parent volunteer efforts, and charter school representation to the Charter School Association of Nevada. Mrs. Hulet is responsible for compliance for the school and interfaces with SPCSA frequently. Although she will have assistance in these areas for 2 campuses, she will maintain the primary accountability role for these responsibilities.

Christin Campbell, K-6 Academic Elementary Director, has experience as an elementary teacher (3 years), a in Nevada as Lower Elementary Director (2014-2015), Elementary Academic Director (Oakey campus 2015-2016), and Elementary Academic Director (Sunset campus) 2016-present). In total, Ms. Campbell has 10 years of experience in the American Prep academic model. She will be transitioning to provide District-level support for the elementary academic program for both campuses. As Academic Elementary Director Ms. Campbell oversees curriculum, training, instruction and assessment and will do so for both campuses after the expansion. She will have assistance, but she will maintain the primary accountability role for these responsibilities. Ms. Campbell also oversees the special education program and the services to at-risk students and students with special needs, with support from the certified special education staff.

The leadership team at the EMO has current responsibility for eight (8) American Prep campuses; seven (7) operating in Utah, and one (1) in Nevada. The EMO employs a multi-pronged approach to ensuring capable leadership is placed at each school. The EMO builds school-level leaders from within, and also conducts outside recruitment of solid talent. Regardless of where a new school leader originates (within or without of the American Prep group of schools), intensive training and coaching of school leaders is ongoing. School leaders communicate with the EMO executive management team several times each week, via online meetings, onsite meetings, phone conferences and emails. School leaders meet together with EMO executive leadership monthly to plan, coordinate, and share best practices. The EMO business and finance team is comprised of the following individuals.

- Phil Collins CFO 9 years of experience as public charter school controller
- Brent Burggraaf Accountant 12 years of experience as an accountant



- Connie Sims HR Director 8 years of experience in charter school Human Resource management and compliance with state and federal laws, 18 years of experience in HR
- Carolyn Sharette Board development, legal compliance, policy development 22 years of experience in charter school development, operations and policy management
- Lisa Bennett Compliance 7 years of experience in state and federal charter school compliance, 8 years with American Prep.
- David Sharette School Development led Las Vegas school development from application through school openings (and closing) at Oakey and Sunset campuses.

The EMO has depth of experience with regards to facilities development. The new campus will be the 7th campus designed, built, and financed under their direction.

(5) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 14).

The EMO is responsible for school leader coaching and training. The EMO recruits administrators with knowledge and experience in our core competency areas of academic achievement, character development, and state/federal compliance.

No competencies are available, so there is no Attachment 14.

(6) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

Christie Olivieri is the School Principal/Business Manager and Rachelle Hulet is the Administrative Director and future Regional Administrative Director. They are both integrally involved in interviewing and hiring all staff members. Paris Bayardo, a member of the board, Christin Campbell, the Academic Director, and Meghan Wheeler, the local HR employee are also involved in all hiring decisions.

The campus administrators also facilitate pre-service and post-service training, as well as professional development for all staff members several times per year.

(7) Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?

Christin Campbell, the Academic Director, works closely with the Elementary Directors and the Secondary Director to establish and implement the ongoing Coaching/Mentoring Program for teachers and instructors. She oversees the weekly data collection, data analysis, and generation of weekly academic reports. Ms. Campbell also oversees student discipline, parent conferences, and meetings with parents regarding discipline issues.

The Academic Director receives support from the EMO through weekly and monthly training meetings.



# (8) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

Redundancy is built in through the EMO – they provide executive leadership with many years of experience, training, and mentoring with Academic and Secondary Directors from other campuses.

Having the EMO affiliation, we feel secure in our depth of leadership. Thus far the EMO has provided us with excellent managers and training for our employees as we work to develop our leadership pipeline.



#### LEADERSHIP FOR EXPANSION

(1) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

When we expanded from our Oakey campus into our current Sunset campus during the 2015-2016 school year, we ran both campuses while the final phase of our Sunset campus was built. We had exceptional leadership at both campuses. With the planned expansion to the LV 2 campus, we have already been identifying staff who may be good candidates for leadership positions. We are currently cross-training select staff on the K-3rd grade and 4th-6th grade curriculum with the future plan of having these staff take on leadership roles at the new LV 2 campus. Many of these staff members are already in a leadership role such as a Team Lead or Grade Level lead positions at the Sunset campus. By opening a second campus, this will allow more staff members to grow into new leadership positions.

- (2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 15). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- (a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 15) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2018-19 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

Regional Director - Rachelle Hulet, Administrative Director of the current Las Vegas school, will fulfill this position. Mrs. Hulet has been the lead administrator since the inception of American Prep in Las Vegas in 2014. She directed the original (temporary) Oakey campus, led the oversight of the Sunset campus development, was the lead for the consolidation of the two campuses and the closing of the Oakey campus, and currently acts as the day-to-day administrative operations lead for the school. Our title for the position is District Administrative Director. Under Mrs. Hulet's leadership, American Prep has achieved the following:

- 1. Schools have operated within budget and been able to place approximately \$2,000,000 in reserves
- 2. Maintained all compliance items with SPCSA and Nevada DOE
- 3. Achieved a 5-star rating for the Jr. High



- 4. Achieved a 4-star rating for the Elementary school
- 5. Maintained a high student retention rate of 92%, reflecting high parent satisfaction
- 6. Established and maintained a strong board relationship and governance support
- 7. Established relationships with Charter School Association of Nevada (Mrs. Hulet serves as co-chair of School Leader Council Committee).
- 8. Established membership in Nevada Interscholastic Activity Association (current provisional approval).

Please see Attachment 15 for additional information.



#### **STAFFING**

(1) Complete the following table indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

# Proposed New Campus(es)

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24		
Management Organization Positions								
Administrative Director	0	0	1	1	1	1		
Elementary Director K-3	0	0	1	1	1	1		
Elementary Director 4-6	0	0	1	1	1	1		
Total Back-Office FTEs	0	0	3	3	3	3		
School Staff								
Add'l School Leadership Position 3	0	0	1	1	1	1		
Student Support Services								
Classroom Teachers (Core Subjects)	0	0	20	20	20	20		
Classroom Teachers (Specials)	0	0	3	3	3	3		
Specialized School Staff 1 SPED	0	0	1.5	1.5	1.5	1.5		
Specialized School Staff 2 SLP	0	0	.5	.5	.5	.5		
Teacher Aides and Assistants	0	0	25	25	25	25		
School Operations Support Staff	0	0	1	1	1	1		
Total FTEs at School	0	0	52	52	52	52		

#### **Network**

Ye	ar 2018-19	2019-20	2020-21	2021- 22	2022-23	2023-24
Number of elementary schools	1	1	2	2	2	2
Number of middle schools	1	1	1	1	1	1
Number of high schools	1	1	1	1	1	1
Total schools	3	3	4	4	4	4
Student enrollment	1600	1600	2240	2240	2240	2240



M						
Management Organization Positions						
District Administrative Director	1	1	1	1	1	1
District Academic Director	1	1	1	1	1	1
Secondary Director	1	1	1	1	1	1
School Elementary Directors	0	0	4	4	4	4
Total Back-Office FTEs	3	3	7	7	7	7
Elementary School Staff						
Principals	1	1	1	1	1	1
Assistant Principals						
Add'l School Leadership Position 1	1	1	0	0	0	0
K-3 Academic Director						
Add'l School Leadership Position 2	1	1	0	0	0	0
4-6 Academic Director						
Add'l School Leadership Position 3	1	1	2	2	2	2
Student Support Services						
Classroom Teachers (Core Subjects)	27	26	44	42	40	40
Classroom Teachers (Specials)	3	3	6	6	6	6
Special Education Teachers	1.5	1.5	3	3	3	3
Specialized School Staff 1 SLP	1	1	1.5	1.5	1.5	1.5
Specialized School Staff 2						
Teacher Aides and Assistants	31	30	52	50	48	48
School Operations Support Staff	3	3	4	4	4	4
Total FTEs at Elementary Schools	70.5	68.5	113.5	109.5	105.5	105.5
Middle School Staff						
Add'l School Leadership Position 1	1	1	1	1	1	1
Jr High Director						
Classroom Teachers (Core Subjects)	12	12	12	12	12	12
Classroom Teachers (Specials)						
Total FTEs at Middle Schools	13	13	13	13	13	13
High School Staff						
Classroom Teachers (Core Subjects)	12	12	12	12	12	12
Classroom Teachers (Specials)	9	9	9	9	9	9
Special Education Teachers	1.5	1.5	1.5	1.5	1.5	1.5
Student Support Position 2 Counselor	2	2	2	2	2	2
Total FTEs at High Schools	24.5	24.5	24.5	24.5	24.5	24.5
Total Network FTEs	111	109	158	154	150	150



#### **HUMAN CAPITAL STRATEGY**

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multisite charter school. Explain key selection criteria and any special considerations relevant to your school design. Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.

## (1) Recruitment

Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.

Recruitment will be managed by the EMO and approved by the board, at the network level. By having recruitment at the network level, administration can ensure that teachers who best fit the needs of the individual students at each campus can be met. American Prep currently uses various web-based search engines to attract top quality applicants. This includes TeachertoTeacher.com, Indeed.com, Glassdoor.com and other nation-wide recruiting websites. For more specific subjects and licensure, the EMO utilizes specialized membership organizations to recruit top candidates. For example, the EMO utilized the American Classical League to post open Latin positions. We will continue to utilize existing networks as well as seek new recruiting tools as we look to expand. With the expansion of a K-6 school, we will continue to recruit top quality elementary staff.

An important aspect of American Prep's current success is providing a roadmap to further the career of existing employees. Many of our best teachers begin as Classroom Instructors (teacher aides) and spend years learning the American Prep curriculum while completing their teaching licensure. As Classroom Instructors typically rotate among teachers, they are able to continually refine their skills and learn from existing teachers while completing necessary requirements for licensure. In addition, American Prep offers frequent coaching and assessment to both teachers and instructors. This continual coaching and feedback helps groom instructors to become new teachers. The planned expansion for the new campus will include a mix of veteran American Prep teachers, new teachers who were previously instructors, and external teaching hires.

### (2) Leadership Pipeline

Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:



# (a) How the school plans to identify leadership internally and externally;

When identifying potential internal leaders, the EMO will accept recommendations from immediate supervisors, coaching assessments and day-to-day interactions with individuals. With the rigorous staff coaching and the continuous evaluations conducted, by the EMO on the network level, potential leadership candidates are usually identified, observed and noted for future reference should there be an open position.

# (b) Who will be responsible for hiring leaders;

The EMO will be responsible for hiring leaders for the school, under direction of the board. This method allows for a more seamless transition and ensures that new leaders will be trained, coached and mentored by a network level director and will have access to the tools necessary to be successful in their new positions.

## (c) Formal and informal systems that will prepare leaders for their responsibilities;

In the past when hiring new leaders, the EMO creates opportunities for them to shadow seasoned leaders in the position they will fill. Informally, the EMO has paid for new LV leaders to travel to Utah in order to obtain a day-to-day picture of what their responsibilities might be. It helps each new candidate as they hear stories of seasoned leaders to understand the growth that they will obtain in their leadership roles through time, experience, and training.

Formal training is also important in this role. The EMO provides monthly district trainings to all school administrators where they discuss difficulties, special circumstances or just exchange "how-to's" with each other in attempt to improve their role capacities. The Executive Director takes each new leader under her wing and shows them the preferred methods to use when leading.

# (d) The school's philosophy regarding internal promotions;

Here at American Prep, we have found that internal promotions are key to the success of our schools and thus our students' education. We encourage our best and most radiant teachers to apply for leadership roles. We strongly believe that some of the best teachers can and will make influential leaders to the teachers they would be responsible for.

### (e) The timing for identifying leaders in relation to the launch of a new campus; and,

With the proposed opening of the Las Vegas 2 campus for the 2020 school year, proposed leadership will be identified during the 2017/2018 and 2018/2019 school year. This will allow several years of training and shadowing to occur in order to ensure successful expansion to the new campus. Both internal and external candidates will be considered for leadership positions.

#### (f) Internal or external leadership training programs.

As discussed above, American Prep conducts frequent assessments and provides ongoing coaching to staff members. This allows administration to keep a pulse on the progress of teachers and instructors. This frequent assessment also allows administrators to not only assist those teachers



in need of additional help but also identifies those teachers and staff with leadership abilities. If a teacher is identified as a possible administrator or possess leadership qualities, they are often assigned additional tasks to further refine these skills. For example, there are currently Kindergarten through 3rd grade and 4th grade through 6th grade team leads who lead the weekly staff meeting among elementary staff to discuss student success and ways to assist students overcome any barriers to success.

For internal candidates, current staff would be notified of the potential leadership opportunities and be given the opportunity to interview for the position. If selected, they will receive extensive training and coaching to ensure success as the new campus. Current school leadership, human resources and department chairs from both Las Vegas and Utah are involved in the hiring process to ensure fair assessments of qualified applicants.

## (3) Professional Development

Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.

The EMO currently conducts a week-long training prior to every school year that is mandatory for all new and returning staff. The professional development offered during this training week cover various topics including Direct Instruction, the classical education model, various curriculum and instruction methodologies and other pertinent training for all staff. This training is managed at the network level to ensure consistency and continuity across the American Prep network. The new campus will participate in American Prep's professional development trainings before school begins as well as throughout the school year.

The EMO conducts professional development trainings throughout the year. This allows the EMO to evaluate, implement and take into consideration the needs of all schools in the network. By having a uniform training that incorporates the needs of each campus, this ensures that all campuses are adequately prepared to address various needs presented throughout the American Prep community.

#### (4) Performance Evaluations and Retention

Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?

In addition to providing continual coaching throughout the year, the staff receives yearly performance reviews that is discussed with their Academic Director and School Administrator. The annual reviews are conducted at the end of the school year allowing the staff the opportunity to implement the tips and techniques provided by the academic coaches in the upcoming school year.



Additionally, teaching, instructional and support staff are provided with the opportunity to review staff leadership and administration through an anonymous survey. This allows staff members to share honest feedback and suggestions with the executive leadership team about campus level leadership. These results are shared with the campus level leadership team and plans are discussed on how to implement changes and suggestions or encourage improved practices. By having an open feedback loop, all staff are enabled to continuously improve their techniques and skills.

# (5) Compensation

Explain the board's compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

Under the direction of the EMO and with approval by the board, salary schedules are created during the current school year for the following year. The information used to create the salary schedules are gleaned from a compilation of American Prep's average salaries and the Clark County and Nye County School District salary schedules. These schedules assisted in the process the EMO used to create a competitive salary structure for both Elementary and Secondary teachers.

Salary scales are dependent upon each candidate's education, licensure and years of experience, which assists the administration with a salary range to offer to new employees. The salary for existing employees combines the information from their current salary along with the annual performance review to provide employees with merit-based increases. Annually, employees are also provided with a loyalty bonus that rewards the amount of time they have been employed with American Prep.



#### **SCALE STRATEGY**

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.

#### **Business and Finance Operations:**

• Christie Olivieri - School Principal and Business Manager - both campuses

Mrs. Olivieri will expand her responsibilities to include both campuses. Activities such as purchasing, cash management, AP/AR, asset and inventory maintenance will expand to both campuses under her direction. Additional support by way of hiring an Assistant to Mrs. Olivieri is anticipated.

The EMO Business Department will provide business services and support to Mrs. Olivieri, specifically:

- Mr. Phil Collins Controller
- Mr. Brent Burggraaf Accounting

# **School Operations**

Rachelle Hulet - Regional Director (District Administrative Director) - both campuses

Mrs. Hulet will expand her responsibilities to oversee the operations at both campuses. She has provided oversight to two campuses previously, when the Oakey and Sunset campuses were both in operation.

Mrs. Hulet will oversee the hiring and training of a school-level Administrative Director for the new campus, who will report directly to her. Although we are not ready for a public announcement on the person's name who will fulfill this role, we anticipate that it will be filled by someone who has been in training for this position.

Information about the Administrative Director role at the new campus: The AD at the campus level manages day-to-day operations at the school regarding anything non-academic. This includes things such as carpool development, traffic safety, oversight of front office personnel, school cleanliness and readiness, supplies, staff support, parent involvement and communication, and community outreach.

Mrs. Hulet will continue to fill the role of Administrative Director at the Sunset campus and will oversee the Administrative Director at the new campus.

The EMO Operations Department will provide support to Mrs. Hulet, specifically:

- Mrs. Carolyn Sharette Executive Director
- Mr. Tim Evancich Facilities and Maintenance, Safety and Security



- Ms. Lisa Bennett Compliance and Policy/Procedure development and management
- Mrs. Connie Sims Human Resource management
- Mr. David Blackwell Legal Counsel, Compliance

#### **Academic Program Implementation**

• Christy Campbell - District Academic Director - both campuses

Ms. Campbell is currently responsible for implementation of the elementary academic program at the Sunset campus, and her responsibilities will expand to the new campus. She will be responsible for the recruitment, hiring, and training of the academic staff (teachers and instructors), and will have the assistance of the district HR Director (Meaghan Wheeler) and the EMO staff. The EMO will provide support through teacher recruitment (marketing), setting up hiring events, conducting hiring events, and assisting in interviewing candidates. The EMO, Ms. Campbell and Mrs. Wheeler will employ a team approach to hiring decisions and placement of teachers in specific grades. The EMO will provide extensive teacher training for all new staff, and Ms. Campbell will oversee the rigorous day-to-day coaching program for the new teachers and instructors that American Prep employs.

The new campus will be led academically, under the direction of Ms. Campbell, by an Upper Elementary Academic Director and Lower Elementary Academic Director. It is anticipated that these leaders will be recruited from our teacher pool. The Academic Directors at American Prep are always former teachers in our system. We have many strong candidates to choose from. We have identified one of these individuals who will likely assume this role (however we are not ready to announce the name at this time). These individuals will have oversight from Ms. Campbell and the EMO academic leaders, who are very involved in training and mentoring of all school-level employees.

The EMO Academic Department will provide support for Ms. Campbell, specifically:

- Mrs. Jen Walstad EMO Academic Director
- Mrs. Laura Campbell Executive Academic Director
- Mrs. Connie Sims Human Resource Manager

#### **Facility Maintenance, Safety and Security**

The current Operations Director at Sunset, Ron Banks, will expand his duties to both campuses, reporting to Ms. Hulet. Mr. Banks has very capably managed our Sunset campus and the closing of the Oakey campus. He will oversee the facility maintenance staff that will be hired to manage the new facility once it is completed. Mr. Banks also oversees school safety and security, and will do so for both schools when the new school is open.

The EMO Operations Department will provide support for Mr. Banks, specifically:

- Mr. Tim Evancich Facilities and Maintenance, Safety and Security
- Mr. Doug Headlee Facility Support and Special Projects



# (2) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.

Our EMO has successfully scaled their operations to open seven successful and campuses in Utah and one in Nevada (technically two, as we had 2 campuses operating in Nevada for one year)<sup>14</sup>.

From the EMO: American Prep opened the very first campus in 2003 in Draper, Utah which served students in grades K-9th. We experienced great academic success with long wait lists at this campus. We worked to refine the model for 7 years and decided it was time to expand and open a second campus.

In 2009, the EMO opened a new American Prep campus called the "School for New Americans" (SNA) in West Valley City, Utah to serve students in grades K-9th. This school adopted the SNA name because of our efforts to recruit and educate students from immigrant and refugee areas of the community.

After two years of successfully managing two campuses, on almost opposite sides of the Salt Lake Valley, the EMO decided - with the urgency from enrolled students and families, to open a campus that would allow students to continue their education through grade 12, and allow them to graduate from American prep. In 2011, American Prep opened the doors to "The Accelerated School" (TAS), in West Valley City, Utah just three (3) miles west of SNA. This campus was opened to serve students in grades K-12. Students from SNA were able to matriculate to TAS for 10th-12th grades, providing a complete K-12 educational system for our West Valley City families. SNA serves 600 students; TAS serves 1450, so we are providing a K-12 education for about 2000 students in our West Valley City system of schools.

In that same year, 2011, American Prep was named "Charter School of the Year" by the Utah Association of Public Charter Schools (UAPCS).

Waitlist pressure continued to build in the Draper area, and in 2013, the EMO opened the doors to a second school in Draper, Utah, just two (2) miles north of the original campus opened in 2003. This campus is named American Preparatory Academy Draper 2, which serves students in grades K-10 and with the intention of completing the K-12 system in Draper as those 10th graders progressed to graduation over the next 2 years.

With four successfully operating campuses, it was clear the EMO was capable of replicating and scaling their efforts as the waitlist for all American Prep campuses grew to more than 8,000 students in all grades and from all demographics within the Salt Lake and Utah counties.

In May 2013, the governing board of Liberty Charter School in Payson, Utah, approached APS and requested that the EMO to take over their charter school due to low enrollments and failing academic results that had placed the school on turnaround status. The first year the EMO contracted with the school, independent of the other schools (serving Liberty's board). After an

Operations Plan – Scale Strategy

<sup>&</sup>lt;sup>14</sup> See Utah Growth and Waiting Lists



arduous process that entailed changing state law and rule to allow high performing charter schools to assume operation of failing charter schools, American Prep's board was allowed to assume responsibility for the Salem campus and it was adopted into the district.

The EMO successfully filled the existing school's enrollment capacity, worked diligently in evaluating, hiring, and training staff, and brought American Prep's academic and character-building model to this rural Utah community. This campus continues to serve about 500 students in grades K-9 within the southeast part of Utah county.

In 2016, the Utah governing board decided to answer the overwhelming waiting list for kindergartners and asked the EMO to open a Kindergarten Center (KC) in Draper, Utah right next to the first Draper campus. This campus fluctuates in enrollment from year to year depending upon space available and demand.

As the Draper students progressed through the high school years, the need for a dedicated secondary facility became apparent. The Draper 3 campus opened in Fall 2017, serving our matriculating students from the 2 APA Draper elementary schools in grades 7th-12th, completing the Draper K-12 "system", and providing space for all of our students to matriculate through our Draper schools for their entire K-12 education.

The EMO feels that the West Valley City and Draper school "systems" are essentially "complete" and no further expansion is anticipated in the Utah school system. The Liberty campus is a rural campus and it is not anticipated that it will be expanded through 12th grade unless demand changes significantly.

Although our expansions may be slower than that of many charter systems, we feel our replication efforts have been very successful as a result of our willingness to take our time and hold the standard high on quality from day 1 of each school's opening. We spent seven (7) years proving and improving the model before we opened a 2nd school, which we did in the most challenging demographic possible (80% FRL, 60% ELL). We have been committed to providing the full K-12 experience for our students wherever possible, and we have successfully created systems that provide this.

Through the expansion into Nevada, American Prep has been able to begin serving the families of Southern Nevada by offering this classical education model to over 1500 students. Our first graduating class will be this spring (2018). The purpose of the second campus we are seeking is to provide the "feeder" school to support our secondary school in a similar "system" to that which we operate in Draper and West Valley City, Utah. The second campus will solidify our matriculating system for our students. This parallels our efforts in Utah.

(3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.

The fundamental features of our academic school model are as follows:

1. Classical Education



- 2. Direct Instruction pedagogy in skills acquisition areas in the grammar phase
- 3. Small, achievement level groups in the skills acquisition areas of Reading, Math and Spelling
- 4. Core Knowledge Sequence for content areas
- 5. Strong character education, positive behavior-management model emphasizing incentives and student self-management.

Classical education theory is taught to all teachers during the Training Institute week, and also during Pre-Service, and frequently is a training topic at the weekly staff meetings held on Wednesday and Thursday afternoons.

Direct Instruction pedagogy is taught during the Training Institute week, including extensive hands-on practice and feedback in using DI techniques. Direct Instruction data research, history and rationale is also taught in this week (the "why" of DI).

Small achievement level groups are established through student assessment data which is collected in the summer prior to the school opening. Groups are formed from the student assessment data, teachers are assigned and curriculum is ordered based upon the levels needed by the student population. In this way, teachers and instructors can all be trained in the exact levels they will be teaching in Reading, Spelling and Math groups.

Core Knowledge (CK) training is also provided at the Training Institute, and additional CK training is ongoing throughout the year in teacher team meetings. All of the school's curriculum and lesson plans are housed in an electronic "180-day plan", by grade, and this includes all the Core Knowledge lessons. These electronic guides include links to established and effective Core Knowledge lesson plans, detailed for the teachers. A strong support network is set up for teachers to know what to teach, when and even how to teach it in many cases. For example, all 4th grade teachers, district-wide, meet monthly and review the upcoming Core Knowledge units and lessons, and experienced teachers teach the newer teachers about the implementation of the lessons. This is consistent for every grade level. Teaching teams at the campus (for example, all 4th grade teachers) meet together weekly to map out the upcoming week and review curriculum. By administering the same Unit Tests to all 4th graders in American Prep schools system-wide, and by reporting those test results on the weekly accountability form (LPC), we are able to see if teachers are effectively teaching students to mastery on the unit content.

Character education is taught in all grades at American Prep, and is embedded into the classroom procedures and all activities throughout the day. Positive behavior management techniques include incentive-based motivators, game-based motivators, clarity and consistency in expectations school-wide using the CHAMPs program, and systems that reward student self-management.

Through careful hiring, and a rigorous and ongoing teacher training and coaching program, American Prep has been very successful in replication of our schools in Las Vegas so far (the Oakey and Sunset campuses), and we have seen a very high-quality implementation from day one in each of those schools. It is a "formula" that has shown great success here and in their Utah schools, and we anticipate a similar outcome in our new K-6 expansion school.

Please refer to <u>Attachment 20 - Operational Execution Plan</u> for more information.



(4) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.

The EMO contract outlines in detail the services the EMO will provide. Following is a short list that may not be comprehensive of their contract:

- Academic Program Implementation
  - o Training of teachers and instructors
  - Coaching of teachers and instructors
  - o Curriculum Development; Analysis; New Programs
  - Student achievement data analysis, reporting
- HR
- o Recruiting
- Hiring Process
- o Training and Orientation of all employees
- Business
  - Accounting and Reporting
  - o Budget Development
  - o Contracts
  - o Insurance Consultation and maintenance of coverage
  - o Procurement and Purchasing
  - Compliance
  - Audits support
- Board Governance Support
  - o Meetings facilitation as directed by Board
    - public posting
    - minutes
- (5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in Attachment 19

The school will continue to contract with our EMO for the new campus. Please see <a href="Attachment 16">Attachment 16</a><a href="Network and EMO Organizational Charts">Network and EMO Organizational Charts</a> for the organizational chart of the EMO. The cost of services provided to both schools will be a flat rate assessed per student, as outlined in <a href="Attachment 19">Attachment 19</a>. The governing board will do an annual review of performance and outcomes of staff and students. The EMO will continue to work with the board in creating the school performance plan, which will be executed by the EMO.

(6) Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.



(7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

	Mgmt Org	Network Leader	Board	
Function	Decision- Making	Decision-Making	Decision- Making	Campus Leader Decision-Making
Performance Goals	X		X	
Curriculum	X			
Professional Development	X			
Data Mgmt & Interim Assessments		X		
Promotion Criteria	X		X	
Culture		X		X
Budgeting, Finance, and Accounting	X		X	
Student Recruitment	X			X
School Staff Recruitment & Hiring	X	X	X	X
HR Services (payroll, benefits, etc.)	X	X		
Development/ Fundraising		X		X
Community Relations		X	X	X
IT	X	X		
Facilities Mgmt	X	X		X



Vendor Management	X	X	
/ Procurement			
Student Support	X		X
Services			
Other operational			
services, if			
applicable			



#### STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

(1) Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

American Prep meets all the mandates from SB208, including ensuring that we provide equal access to interested students and families. We conduct traditional and non-traditional outreach using internet, electronic, paper flyers to surrounding neighborhoods, and notifications in public libraries regarding the opportunities available for enrollment at our school. This will include a strong grassroots effort in going door to door and handing out flyers, published in a variety of languages, targeting those that live within the intended zone. All students attending the Sunset campus also will be offered enrollment at the LV #2 campus. After enrolling any interested Sunset students and siblings, we will continuously recruit students via social media, family communication, flyers, and public notifications, focusing on those communities that are included in the intended zone.

American Prep will be offering a weighted lottery for those families that qualify for the free and reduced lunch (FRL) program. We will look at the average of FRL students from the surrounding 3 local schools. Those students that qualify for FRL may receive admissions preference once our schools' enrollment in FRL is less than 10% of the local average. We also conduct a strictly "blind" enrollment process, wherein we do not require any information regarding income or disability prior to students enrolling online at the school. In this way, we can be certain at-risk or disabled students are not discriminated against in enrollment.

(2) Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison to the school's current zoned schools.



American Prep Las Vegas is committed to recruiting students that reflect the demographic profile of the campuses surrounding the school zones as evident by our current campus enrollment. Strategies to accomplish this include non-traditional local community outreach opportunities through flyers to neighborhoods, billboards that all community members can see, and notification at public libraries. Traditional recruitment includes electronic marketing through email, Facebook, and our website.

Please also see the information included in <u>Attachment 28 - State Accountability Report Card</u> that specifically shows the diverse population of our current school, attesting to the success of our recruitment strategies.

(3) Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and wellconnected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery<sup>15</sup> which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

Our recruitment strategy includes a grassroots effort to enroll local student populations. Although charter schools are schools of choice that accept students from anywhere in the State, we feel it is important to be a positive contributor to the community in which we reside. Establishing partnerships with local businesses and neighborhoods contributes to a positive community. It also increases the number of students that walk to school together, which we think is a healthy student interaction and activity. Increased walkers also reduce school traffic, which tends to be much more cumbersome at charter schools than local public schools.

We implement this grassroots strategy by distributing flyers door-to-door. No one really appreciates construction near their home, however we overcome this initial reaction by inviting the

<sup>&</sup>lt;sup>15</sup> See <u>Colorado Department of Education's Weighted Lottery Policy for Charter Schools</u> for one possible approach in this evolving area of charter school policy.



neighbors to open houses to see the school that will soon be part of their community. We also send out administrators to their neighborhoods with flyers, willing to talk to anyone about our school. We make a significant effort to notify each household located within 2 miles from the charter school according to NRS 386.527. We do this through a significant amount of door-to-door advertising, but also through billboards and posting announcements at local businesses. This effort drastically improves the general attitude toward a school going up in someone's neighborhood. It also increases enrollment from that surrounding neighborhood. Once construction calms down and the school year approaches, we see many people from the surrounding neighborhood excited about the prospect of enrolling in a nearby high-performing charter school.

In Utah, American Preparatory Schools (the EMO) was able to successfully lobby for legislation that allowed charter schools to establish a priority enrollment in their lottery based on an applicant's proximity to the school. The charter school is allowed to choose a radius up to 2 miles from the school at which they can prioritize applicants in the lottery. This additionally helps the school to enroll children in the same zone as the charter school.

After distributing flyers and having interviews and open houses with the local neighborhoods, we will also distribute flyers at the local businesses. We have found success in enrolling diverse ethnic populations by targeting ethnic markets, such as Asian or Hispanic grocery stores.

In order to serve a broad continuum of students with disabilities or economical disadvantages, we will implement a new weighted lottery policy. If our free or reduced lunch percentage is less than 10% of the average of the surrounding schools, we may offer preference to free or reduced lunch applicants.

(4) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

The enrollment schedule will be as follows:

Our online enrollment will begin on January 1<sup>st</sup>, (just prior to school year with August start date). Online enrollment will be open for 60 days. On March 1<sup>st</sup>, (just prior to school year with August start date) we will hold our lottery. Future lotteries will be held based on seat availability.

(5) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

Our enrollment target will be to have 30 students in each class for grades 1-6, with 3 classes of each grade. We will also target 4 kindergarten classes with 25 students in each of the classes. This adds up to a total of 640 students. Progress toward this goal is monitored by our Enrollment Coordinator, our Business Development Director, and our Communications Director. Our target reenrollment rate for each year will be 90%. Our re-enrollment percentage from 2016-2017 to 2017-2018 was 94%. The average re-enrollment rate for American Prep's Utah K-6 schools is 89%. We



think that 90% is a healthy, attainable target, although we wouldn't consider correction plans until our re-enrollment falls below 80%.

(6) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

At the start of every school year American Prep has a very rigorous and complex two-week mandatory training program for all teachers and staff members. All information regarding legal enrollment requirements will be disseminated to all staff members. Following the last day of school, we also have a two-day post-service with all staff. All information regarding legal enrollment requirements will be disseminated to all staff member at this time as well.

(7) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

Student recruitment plan will continue and be the same as our pre-opening year, with the exception of the lottery. We will only hold a lottery in the grades that have open seats. All vacancies will be filled from the waiting list or from a new lottery.

- (8) Complete the following tables for the proposed school to open in 2018-19. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2018 and fall 2019.
- (a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

Grade Level	Number of Students							
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24		
Pre-K	0	0	0	0	0	0		
K	0	0	90	90	90	90		
1	0	0	75	75	75	75		
2	0	0	75	75	75	75		
3	0	0	75	75	75	75		
4	0	0	75	75	75	75		
5	0	0	75	75	75	75		
6	0	0	75	75	75	75		
7	0	0	0	0	0	0		
8	0	0	0	0	0	0		
9	0	0	0	0	0	0		
10	0	0	0	0	0	0		



11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	0	0	540	540	540	540

# (b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number o	f Students				
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	0	0	0	0	0	0
K	0	0	100	100	100	100
1	0	0	90	90	90	90
2	0	0	90	90	90	90
3	0	0	90	90	90	90
4	0	0	90	90	90	90
5	0	0	90	90	90	90
6	0	0	90	90	90	90
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	0	0	640	640	640	640

# (c) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Grade Level	Number of Students						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Pre-K	0	0	0	0	0	0	
K	0	0	104	104	104	104	
1	0	0	99	99	99	99	
2	0	0	99	99	99	99	
3	0	0	99	99	99	99	
4	0	0	99	99	99	99	
5	0	0	99	99	99	99	
6	0	0	99	99	99	99	
7	0	0	0	0	0	0	
8	0	0	0	0	0	0	
9	0	0	0	0	0	0	



10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	0	0	698	698	698	698

- (9) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- (a) Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

As our current school is a K-12, we plan to open an elementary school to feed into our current secondary school grades. Our EMO has opened 8 schools of different sizes and has found that a 640-student school is within an optimal size range for our elementary academic program. A smaller size does not provide the number of levels that we need for reading, spelling, and math, and a larger size is not optimal from an administrative standpoint or for ensuring that all students' academic needs can be followed weekly.

For our planned enrollment, we will have 3 classes per grade across grades 1-6 and 4 classes for Kindergarten. We place a teacher and a paraprofessional in each classroom. That means, for example, that for K-3 there are 370 students, 13 teachers, and 13 paraprofessionals. For reading, math, and spelling, we also hire approximately 10 additional, hourly "groups teachers." That gives us 370 students to 36 teachers during core subject instruction. By dividing our classrooms into smaller groups, and by building "breakout" rooms in our buildings, we are able to teach, for example, 36 different levels of reading during lower-elementary reading time. That means that a 1st grader could be in a reading group with beginning Kindergarteners or with advanced 3rd graders. Each small "break-out group" is also a small class size of around 10 students.

(b) Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

This section does not apply.



#### **BOARD GOVERNANCE**

(1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

The governance philosophy that guides the board is that the board's responsibility is to ensure that APA-LV accomplishes the student outcomes for which it was chartered through robust oversight of the school management, and to make sure that the school is in compliance with all required parameters. Key stakeholders include the EMO, the parents and the SPCSA. The EMO is responsible for all aspects of the day-to-day management of the school. The parents are responsible for parental involvement, including a daily assignment tracker that must be reviewed and signed by a student's parents every day. The SPCSA is responsible for supporting the governing board in implementing all aspects of their charter.

The board holds regular meetings that are publicized to parents in weekly newsletters. Parents are invited to attend and address the board at any meeting. Parents are also invited to communicate needs at any time with the board through the parent advocate who is serving on the board. The parent advocate's email address is published in the Parent-Student Handbook, and also is published in the weekly school newsletters periodically throughout the school year.

(2) Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

Our current governing board is comprised of five (5) members, and it is anticipated that the board composition will remain the same with two campuses operating under their direction and accountability. The board requires monthly accountability reports from key staff and the EMO, and will continue to do so, specifically from Christie Olivieri, the Principal for both campuses, and Rachelle Hulet, the current Administrative Director at the Sunset campus and future Regional Administrative Director. The board also conducts an annual EMO review, and will continue to do so, adding the second campus to the annual review metrics for performance. All governing board members are also parents of students at the school.

(3) Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of Attachment 17). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.

Please see Attachment 17



(4) Provide, as part of Attachment 17, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.

#### Please see Attachment 17

(5) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?

American Prep Bylaws, section, 5.2.c, provides: Prohibited Directors. Notwithstanding the above,

- (i) the Board of Directors shall not include more than two individuals who represent the same organization, business or otherwise represent the interests of the same business or organization;
- (ii) a director shall not be an employee of the Board of Directors or the School, including, without limitation, an administrator or teacher;
- (iii) a director shall not be a contractor of the Board of Directors or the School;
- (iv) (iv) if a director serves as a director or as a representative of a nonprofit organization or business, no other director shall serve as a representative of such organization or business or represent the interests of such organization or business;
- (v) the Board of Directors shall not include any two related members (by birth or marriage) at any time; and
- (vi) the Board of Directors shall not consider any director nomination from any contractor of the school, especially and educational management organization.

#### Please see the complete Conflict of Interest Policy

(6) Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

We do not know of any existing, nor do we expect any actual or perceived conflicts regarding the expansion.



(7) Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?

The board was founded in 2012 as the "committee to form the school." The board consisted of five members. Two of the original members are still on the board, including the chairman. When board members resigned, replacements were found pursuant to our bylaws. Notifications were sent out through the parent newsletters. Parents interested in serving on the board submitted resumes to the board and the board voted on replacement members. The board currently consists of 5 board members. The board proactively manages governance and succession by identifying members that plan on leaving the board in advance of them leaving, and procuring a suitable successor, ideally before the member vacates the board seat. The governing board carefully procures new members according to statutory requirements. The board has always, and will always, include members that align with Nevada statute.

The APA-LV governing board has looked to other large, multi-site charter school governing boards to emulate, including other "American Prep" branded charter schools. The current board has received training from nationally-renowned charter school board experts, such as Brian Carpenter. Additionally, the APA-LV board members attend local and national annual trainings through CSAN and the NAPCS. The APA-LV governing board is able to stay apprised of Nevada and national policy updates through these associations.

American Prep governing boards also have the advantage of being unofficially associated with each other. In 2017 and in years prior, APA-LV board members traveled up to Utah to tour the Utah APA-LV schools and meet with the Utah administration and governing board members.

The governing board will continue to develop over time by continuing the above-mentioned relationships with national charter school leaders, governing board experts, local and national associations. The board will continue to seek highly qualified members of varying backgrounds that are passionate and knowledgeable about public and charter education in the State of Nevada.

(8) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Upon appointment to the governing board, and within the first six months of appointment, a new board member is expected to familiarize themselves with the board's bylaws, the school's charter,



and the Nevada statutes surrounding charter school governance. In addition, new board members are encouraged to visit other American Prep schools and governing board meetings. The EMO is willing to pay for travel for this type of board training. Also, on a semi-annual basis, the governing board seeks out a formal on-site training from national experts, including Brian Carpenter. Ongoing annual development includes attendance at CSAN and NAPCS conferences.

Specific topics that are addressed in the above-mentioned training and ongoing development include:

- Nevada law surrounding charter schools
- Proper charter school governance
- Holding an EMO accountable
- Interacting with parents
- Academic performance metrics
- Governance vs. management of a school
- Legal exposure and risk aversion related to governing a charter

Participation as a board member in scheduled on-site trainings from renowned experts is expected. These types of trainings are scheduled to accommodate all board member's schedules. Attendance at an association conference is encouraged. Participation at monthly board meetings are expected, and if a board member is regularly unavailable for board meetings they may be asked to resign.

(9) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

The governing board members are all parents of current APA students. These members frequently visit the school to talk with teachers and administrators, and most of them are at the school almost daily on behalf of their children. The board members know a majority of the staff - operations, academic, and financial - on a first-name basis. Board members have the habit of discussing items of interest with staff members when they are onsite. The governing board holds accountable the EMO for all academic, operations, and financial performance at the school. If there is a shortfall in any of those areas, the board members do not discuss it with an individual staff member. They discuss it with the EMO. Therefore, the relationship between the board members and the staff is very amicable.

Regular reports that are and will continue to be provided to the board include:

- Financial reports (at least quarterly)
- Academic reports (monthly)
- Operations reports (at least quarterly)
- Enrollment reports (when necessary)

Any other reports are provided upon request by the governing board.



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

No advisory bodies or councils are necessary regarding the new campus as the board members are managing this process directly.

(11) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

We ask all of our families to follow our Communication Policy, (please see below), as found in our Parent/Student Handbook. This directs them to bring their questions or concerns to the person who can best address them.

# **Channels of Communication**

Members of the American Preparatory Academy community who have a question, concern, feedback, or a need for information will identify the person best able to answer their question or concern or most logically to hear their feedback and will approach that person in a positive manner. We have established a clear communication channel through which we invite you to bring any concerns or questions you may have. The persons listed are in order of those you should address your concern to first, next, etc.:

Academic, Behavioral, or other Concern, K-3

- 1. Child's Classroom Teacher (even for groups issues) firstname.lastname@apavegas.org
- 2. Elementary Director Christy Campbell -christy.campbell@apavegas.org
- 3. Administrative Director Rachelle Hulet rachelle.hulet@apavegas.org
- 4. Parent Advocate parentadvocate@apavegas.org

Academic, Behavioral, or other Concern, 4-6

- 1. Child's Classroom Teacher (even for groups issues) firstname.lastname@apavegas.org
- 2. Academic Director Christy Campbell
- 3. Administrative Director Rachelle Hulet rachelle.hulet@apavegas.org
- 4. Parent Advocate parentadvocate@apavegas.org

Special Education Concern, K-3

- 1. Child's Classroom Teacher first name.last name@apavegas.org
- 2. Elementary Director Christy Campbell christy.campbell@apavegas.org
- 3. Special Education Case Manager Dusty Masuch dusty.masuch@apavegas.org
- 4. Special Education Director Joan Oz joz@apamail.org
- 5. Executive Director Carolyn Sharette csharette@apamail.org



6. Parent Advocate - parentadvocate@apamail.org

Special Education Concern, 4-6

- 1. Child's Classroom Teacher teacher's first initial.lastname@apavegas.org
- 2. Elementary Director Christy Campbell christy.campbell@apavegas.org
- 3. Special Education Case Manager Anthony Olson Anthony.olson@apavegas.org
- 4. Special Education Director- Joan Oz joz@apamail.org
- 5. Executive Director Carolyn Sharette csharette@apamail.org
- 6. Parent Advocate parentadvocate@ apavegas.org

### Facility or Safety Concern, Carpool

- 1. School Secretary Faun Nelson faun.nelson@ apavegas.org
- 2. Operations Director Ron Banks ron.banks@apavegas.org
- 3. Administrative Director Rachelle Hulet rachelle.hulet@apavegas.org
- 4. Parent Advocate parentadvocate@ apavegas.org

For example: If a parent has a question related to instruction or that relates to the classroom in any way, the classroom teacher should be the first person to whom the parent would go seeking information or resolution. If the parent does not feel their concern has been resolved by the teacher, they should ask the teacher for a meeting with an Administrator. If the parent desires, they may ask the school secretary for an appointment with the Director directly if they feel their concern would best be addressed at that level and they have already tried to address it with the teacher and are uncomfortable asking the teacher for an administrative conference. If the parent feels the Director has not sufficiently resolved their concern, they may bring their concern to the parent advocate member of the Governing Board. This may be done by emailing: parentadvocate@apamail.org.

If a member of the community is unclear who the best person is to answer their question or concern or hear their feedback, they may ask a member of the administrative staff, beginning with one of the school secretaries.

(12) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Board members can be removed from the board, by majority vote of the board members, for:

- failure to attend meetings,
- for receiving a felony conviction,
- for conflicts of interest that the Board deems to be in violation of board by-laws, state laws or regulations, or charter school best practices
- for acting on behalf of the governing board, in writing or spoken word, without proper dispensation from the governing board (preferably by vote) to do so



Goal	Purpose	Outcome Measure			
Understand role as fiduciary of public school and how policy governance model facilitates successful achievement of fiduciary duties	Ensure fiscal management and compliance utilizing a policy governance model	Board policies developed and instituted that result in annual audits which reflect sound financial management			
Understand role as compliance officers of public school and how policy governance model facilitates successful achievement of compliance requirements	Ensure compliance of public institution with state and federal regulations utilizing a policy governance model	Board policies developed that result in annual compliance with state and federal regulations			
Understand Open Meeting Law and requirements for transparency for public schools	Ensure compliance with open meeting law and transparency requirements	All meetings of the Governing Board comply with Open Meetings Law and all transparency requirements are fulfilled.			
Understand role as responsible party to implementation of the school's charter and how policy governance model facilitates successful achievement of academic goals	Ensure successful fulfillment of the school's charter with regard to academic outcomes	School meets academic goals and standards as outlined in charter			
80% meeting attendance annually	Ensure smooth operation of board by having a quorum at meetings to accomplish school business	80% meeting attendance as recorded in meeting minutes			



### **INCUBATION YEAR DEVELOPMENT**

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year to ensure that the school is ready for a successful launch in fall 2020. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 18.

# See <u>Attachment 18 – Incubation Year Planning Table</u>

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

The 3 leadership positions that will be needed to be filled for the new campus are Campus AD (Administrative Director), Upper Elementary Academic Director (UEAD), Lower Elementary Academic Director (LEAD). These will be EMO employees. The EMO has very high standards for the school leadership positions. 100% of the academic school leaders they have placed in schools have been former teachers in the American Prep system and have received extensive training prior to their placement in an administrator position. We are confident that our talent pool is deep enough in our current Las Vegas school, and with the resources of the EMO, that experienced and talented administrators will be chosen to implement the academic program at the expansion campus.

(3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

These duties fall to our EMO, which has a breadth of talent and replication experience to apply to this expansion. The EMO is not currently expanding elsewhere, nor are they planning to expand in Utah in the future. This elementary school is the completion of our school "system" here in southwest Las Vegas, meaning that the 2 schools complete a "feeder system" which allows all the students who wish to complete their K-12 education at the schools. We are confident in the capacity of the EMO to successfully launch this K-6 school without difficulty.



### SCHOOL MANAGEMENT CONTRACTS

If the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO), please explain that this sub-section is "Not Applicable" and skip to the next subsection.

We will maintain our current EMO relationship. This section is not applicable.

- (1) How and why was the EMO selected?
- (2) Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- (3) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- (4) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- (5) Please provide the following in Attachment 19:
- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;



- (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
- (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
- (6) Provide a brief overview of the organization's history.
- (7) List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- (8) Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- (9) List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school



personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.



#### **SERVICES**

(1) Provide, as Attachment 20, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

### See Attachment 20

(a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

Most of the transportation services are of nominal expense to the school. If the school were to need to transport a special needs child, we would be required to update our operational budget and pay for this from existing budget funds as there is no transportation funding available to charter schools at this time.

(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

The NSLP program should be a break-even program and we do not anticipate that it will require additional funding.

(c) Facilities maintenance (including janitorial and landscape maintenance)

The facilities maintenance costs currently are included in our annual operational budget, in a few different places in the budget. Some facilities maintenance costs are outlined in line items: "Outside Services/Operations", "Building Maintenance", "Landscape Contracts", "Custodial Contracts" and "Building Improvements" line items. We anticipate the same budget model will be used for the second campus.

(d) Safety and security (include any plans for onsite security personnel)

Safety and security will be maintained through school policy and procedure and implementation of our emergency management plan. We do not anticipate having dedicated onsite security personnel, however we will have a Technology Support person and Facility Support person, both of whom will provide facility security support. The salaries for these individuals are included in our school human resource plan in the "Operation Salaries" line item of our budget.



(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

The technology infrastructure and support mechanisms that will be implemented at our proposed expansion site will be similar to what we currently have at our Sunset Campus. Following is a description of our technology infrastructure at our Sunset campus, and what we plan to replicate at the new campus.

Data enters the school through both cable and telephone lines that provide data for our voice-over-IP (VOIP) phone system and internet access. Data feeds into one router that is then channeled into five switches that provide wired internet access. We have thirty (30) internet hot-spots installed throughout the facility that provide wireless internet access and network access throughout the school and we anticipate a similar set-up at the new campus.

We have a total of eight servers that run our video surveillance, access control, computer access, telephone system, audio sound system and file storage. They are stored in a secure computer room with air-conditioned climate control and backup power supply.

We have four wireless networks, and all four wireless networks are password protected and passwords are updated and changed periodically to ensure network security. The student wireless network has very limited access, and only to those sites and programs that are approved by administration and which fall in line with our School Information Network Acceptable Use Policy. This policy is provided to all users and parents and is signed by all families upon enrollment. It is also signed by all staff members. Students are assigned school email addresses with cloud storage by the IT Director.

Our telephone system connects all of our offices and also allows all teachers to receive real-time emails of any voicemail that is left throughout the day. It is also connected to our audio sound system allowing 2-way communication with every classroom.

All teachers have been issued a laptop computer and Apple TV to use in their classrooms along with wireless microphones that connect to speakers installed in each room and receive initial and ongoing training in the use of technology tools. We currently use MAC OSS to manage and update all settings on staff computers. Only the technology director and one support staff member have access to the administrative accounts on the computers to provide security for the network. Staff are also assigned school email addresses with cloud storage by the HR Director.

We have a total of eight portable lab carts that each house 33 laptop computers which are used school-wide for classroom use as well as for state assessments.

All technology components are inventoried, updated and maintained by our Technology Director.



(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

We are currently using Infinite Campus to manage student information for our 1550-student Sunset Campus. Our Technology Director, Dan Rivera is an expert on the IC system, being a former teacher who used the system extensively from the classroom perspective and managing the school-wide implementation for us for the past year. Mr. Rivera provides training and support to all teachers and staff members on the IC system. He manages the data and he monitors to ensure the system is being fully utilized and correctly maintained. Mr. Rivera will train a campus Tech Support person (yet to be hired) for the 2nd campus and ensure he/she is fully trained and able to assist teachers and staff at the new campus in using the IC system fully and correctly.

We currently have three (3) staff members that input data into the IC system. This will expand to four (4) staff members, once the new campus is open. These personnel receive all required documentation from the students and parents and enter it into IC accordingly. Regular data checks are done to ensure student enrollment information is not duplicated or inaccurate.

All teachers are trained in using the Campus Instruction portion of IC. Grades are entered in and updated weekly by teachers and academic administrators. The academic team and secondary director reviews all data to ensure that is is accurate and complete. Our Technology Director also monitors academic reports.

#### Staff members who enter data:

- Tech Director (Mr. Rivera) Project Manager for Infinite Campus
- Data Input: Stacie Gibson, Fawn Nelson, Cindy Mayo
- (4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

American Prep takes very seriously the data privacy laws and rules that our federal and state governments have enacted. Our practices appropriately protect student data and limit access to it as required. Under the lead of the Administrative Director (Mrs. Hulet) and the Technology Director (Mr. Rivera):

• Teachers and staff members all receive annual training to ensure they understand which data must be protected and how to protect it within the practices of the school. All staff



members that leave employment of APA will immediately lose access to all building and network access, including email, computer files and student files.

- All protected data is kept in school data repositories with permissions only provided to staff
  members on an "as needed" basis. All online information is backed up nightly on our
  network protected servers. All protected information including staff files, 504 files and
  Special Education files will be kept in an administrative office in a locked filing cabinet with
  limited access given to Administrators and the Special Ed directors.
- Administrators (Mrs. Hulet and Mr. Rivera) institute email practices and train staff on those practices to ensure that privileged information is not disseminated inappropriately.
- SPCSA and DOE will be given adequate access to Infinite Campus as well as all physical files for auditing and reporting purposes.
- All information is backed up on our secured servers as well as on a secure cloud account. Recovery of information would be easily accessible.



### **FACILITIES**

(1) Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.

Facilities acquisition or construction is a very challenging aspect of charter school management. As funding is not provided for charter schools to construct a new building prior to their first year of operation, we have been very creative in finding affordable and adequate spaces for our academic model. In Las Vegas, we began our first year of operation at an existing facility on 6000 W Oakey Blvd. This facility was rented previously by a charter school, so we were fortunate to find a place that already had classroom spaces. We spent a few hundred thousand dollars on renovations to make restrooms more accessible and to add portable classrooms. We benefited tremendously from a willing EMO partner to assist the school in financing and planning these renovations.

The EMO, American Preparatory Schools (APS) has managed the opening of 8 charter schools and is very experienced and knowledgeable on the type of space needed to run the unique academic model of the American Prep schools. In addition to having deep facility development experience, the EMO has contacts in the construction and financing realm that were willing to extend to our school favorable rates using the EMO's reputation and guarantee. The EMO's contacts were willing to finance our current Sunset campus and get it constructed in time for our second year of operation for the 2015-2016 school year.

The EMO encountered delays in the construction process for the Sunset campus. Although the EMO has had significant experience building charter schools in Utah, their construction experience at that time was limited to Utah. Delays were encountered at Clark County related to the permitting process. These delays were initially what caused American Prep to implement a contingency plan. They located the 6000 W Oakey Blvd. building for our first year of operation for the 2014/2015 school year, when it became clear that a contingency plan would be needed as the new facility would not be constructed in time. The first phase of our newly constructed Sunset campus was completed in time for our second year and was able to accommodate 1,000 students. As the second phase of the Sunset campus was being completed, we continued to rent out the Oakey location and served 400 students that would later transfer, in our third year of operation, to our current 1,550-student Sunset campus.

Other delay experiences that the EMO has experienced include a significant delay in Draper, Utah in the fall of 2017. Again, a solid contingency plan was important to ensure that the school could open on time and operate until the facility was completed. A land dispute at the Draper 3 High School delayed the construction by about 2 months. The EMO contingency plan included dividing the 550 7-12th grade students by grade levels, and placing them into several of the other American Prep schools for a period of 2 months, until the new school facility was completed. The EMO also filled their office space with classrooms for some of these students. This delay was challenging, but the



EMO contingency plan successfully provided a solution to educate all of the students in existing school and office space at no additional cost to the school.

We have come to learn that delays and complications with construction are to be expected, and that contingencies must be in place and adequate time given to prepare to open a new campus, as it is a monumental task. This is one of the reasons that we are applying for a new expansion so far ahead of time. We must begin the planning and permitting process no later than Summer of 2018 in order to have a completed facility by Fall of 2020. If this application is approved, the EMO will have more lead time on this project than they have ever had on a project and we feel confident in the timeline. However, a contingency plan will be developed in any case.

(2) Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

The EMO, American Preparatory Schools (APS), is responsible for acquiring school facilities. APS has procured property options for the American Prep schools in Utah and Nevada. APS has on retainer an architect that has designed many of the American Prep schools. The architect, the management organization, and the school board will participate in finding a location for the proposed Las Vegas 2 campus. The board will ultimately decide where to build the new campus.

APS has been willing to provide to the school funds if funds are needed before finding suitable financing. For example, APS provided a \$100,000 loan at 0% interest to cover FF&E and curriculum items prior to American Prep Las Vegas' first year of operation at the Oakey campus. APS has articulated a willingness (and has already begun) to contribute to start-up costs related to finding property for the second campus.

APS has begun seeking out financing for the second campus. Certain institutions with whom they have developed relationships are willing to loan American Prep schools needed funds to construct a facility based on the reputation and guarantee of the management organization. Multiple institutions and financing options are currently being vetted by APS.

The outcome of the Sunset campus financing structure resulted in the school being purchased by the school's foundation, APEF, in year 3 of operation, utilizing tax-exempt bonds, in November 2017. The foundation was able to purchase an additional 5 acres for the school's use, as well as refinance the debt resulting in an annual lease payment to the foundation that is 17% of the school's total expenditures, which is a very competitive arrangement and benefits the school greatly. The management company has no further interest or involvement in the Sunset school facility, as their goal was to secure for the school a long-term facility arrangement that is financially advantageous to the school. It is anticipated that a similar arrangement will be developed for the expansion campus.

For the expansion campus, when the expansion application is approved, and financing has been identified, the chosen property will be placed under contract while due diligence items are



thoroughly vetted. At the same time, architectural drawings will be completed and construction bids will be sought. The governing board of the charter school will ultimately decide on the property, financing, building plans and contractor.

The maintenance of facilities will be the primary responsibility of the local American Prep Las Vegas Operations Manager Ron Banks (American Prep school employee), with support from the management company's Operations Director (Tim Evancich), whose primary office location is in Utah, but who travels frequently to Las Vegas to oversee projects. We anticipate that we will also hire a full-time staff member as the Operations/IT Manager for the Las Vegas 2 campus. This would be a consistent model that APS has employed across all of their schools and is accounted for in the budget found in Attachment 21 - Budget and Attachment 22 - Financial Plan.

- (3) If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, please provide:
- (a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4
- (b) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5
- (c) A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet as Attachment 6
- (d) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7
- (e) A copy of the Certificate of Occupancy at Attachment 8
- (f) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as Attachment 9
- (g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10

We intend to purchase land and construct a building, so this section is not applicable.

(4) If a proposed facility has not been identified or the proposed facility requires any construction or renovation prior to the commencement of instruction, please provide:



(a) Either a discussion of the desired community of location and the rationale for selecting that community <u>AND</u> an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 4 **OR** the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4

Our EMO is currently reviewing property and intends to purchase land and construct a building.

(b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 5 **OR**, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5

The school will submit the documentation required for review and approval in compliance with NAC 386.3265.

(c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 6 **OR**, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet <u>AND</u> an assurance that the school will submit final documentation in compliance with NAC 386.3265 as Attachment 6

We intend to acquire property and construct a building. Please see <a href="Attachment 6"><u>Attachment 6</u></a>.

(d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 7 OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7

The school will submit the documentation required for review and approval in compliance with NAC 386.3265.



(e) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 8

Please see <u>Attachment 8</u> for a construction plan and Gannt chart. The school will submit the documentation required for review and approval prior to acquisition of any facility in compliance with NAC 386.3265.

(f) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 9

The school will submit the documentation required in 4(f) for review and approval in compliance with NAC 386.3265

(g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10

The school will submit the documentation required in 4(g) for review and approval in compliance with NAC 386.3265.

(5) For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.

American Prep's current plans include operation at the current Sunset facility, and the expansion to the future facility mentioned in this application. A two-school network with an Elementary school and a K-12 has seemed to work well as a charter school model in other cities, such as Draper, Utah and West Valley, Utah. Demand for the American Prep model will be the primary factor for expansion, but we know that we are not capable of successfully expanding our model at a rate that the demand may justify. We have no plans to expand in the future.



(a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.

The EMO is responsible to secure the facilities

(b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 8. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 9.

The school will submit the documentation required in 5(b) for review and approval in compliance with NAC 386.3265

- (6) Please include the organization's plans to finance these facilities, including:
- (a) Total project cost for each facility

We anticipate land acquisition to cost around \$3,000,000 and the construction cost to be around \$10,000,000. This is based on current market rates for viable properties, and historical construction costs for a 45,000-50,000 square foot American Prep school increased for inflation and construction market costs. We also assumed in our budget another \$1,000,000 in costs for a total of \$14,000,000 in the project budget to pay for furniture, fixtures, and equipment, financing cost, and to account for conservatism in budgeting.



## (b) Financing and financing assumptions

The financing assumptions evident in our budget found as Attachment 22 are based on current market rates and recent charter school financings. We have researched recent charter school financings to find out current market rates. These can fluctuate widely depending on a charter school's reputation and perceived credit risk. For example, we discovered a recent charter school financing in Texas at the following rates: 4.5% for the first 18 months, 5.5% for the next 3.5 years, and 7% for the next 25 years. This is a more favorable example of financing for a start-up charter school. These types of escalating financings are typical with charter schools because charter schools typically source more favorable long-term financing after the first few years of operation. This would be the plan with our new campus as well.

Another example is the financing that APS recently secured for a school in Utah. Through a large bank and an additional secondary investor they secured a rate of 4.625% on 80% of the financing and a rate of 8% on the remaining 20% of the financing for a term of 7 years. This equals out to a blended rate of 5.3%. We used more conservative assumptions in our attached budget than those in the example above, because the example above is for a Utah American Prep school, which has a longer track record and a much larger network than our Nevada American Prep school. For our 2nd Nevada campus we assumed that the rate for our first 1.5 years would be 5% and the rate for the next 3.5 years would be 5.5%. This equals out to a blended rate of 5.35% but at a term of only 5 years. We believe that we will easily be able to refinance through a bond after 2-3 years of operation at favorable long-term interest rates, since we have already bonded in the past with our current Sunset building. Although our management company cannot guarantee rates we have discussed here, we are confident that we are "in the ballpark" with these currently available rates, utilizing the track record of the management company to secure them.

# (c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole

Authorizers often recommend a facility cost that constitutes a burden of less than 25% of the total expenses of the school. The initial rate for a school is usually higher than the long term rate. Our Sunset campus has a facility cost that represents 17% of our expenses and our proposed 2nd campus has a projected facility cost that represents 21% of total expenses. The overall rate for the network will be 18%, and we expect this to slightly decrease after the 2nd campus enters into a long term bond financing after 2-3 years. The Utah American Prep network has a blended rate of only 13%, with the original American Prep school having a rate of only 6% (see <a href="Attachment 31-Utah Facilities Cost">Attachment 31-Utah Facilities Cost</a>). This is a good representation of how the rate decreases over time, as credit risk decreases and as the principal of a building is paid off. American Preparatory Schools will continually seek appropriate refinance opportunities that can bring the cost of the facility down over time.



The total annual projected facility cost for our 2nd campus amounts to \$1,005,862.26, and for our Sunset campus is \$2,003,971, totaling an annual network cost of \$3,009,833.90. The maximum facilities cost that the financial model would be able to tolerate would be 25% of total expenses, which amounts to \$3,620,087; however to tolerate such a high facilities expense would require our financial model to adjust resources from staff expenses to facilities costs, which is undesirable especially for our academic model and so there is great motivation to keep the facility costs as low as possible.



### **ONGOING OPERATIONS**

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

Types of security personnel - Mr. Ron Banks, Security and Operations Director, Craig Jex, Emergency Response Commander, Safety Support (operations assistant). We will employ these same types of security personnel at the new campus.

Technology and Equipment - Cameras (interior and exterior) that include audio and video recordings for up to 21 days, computerized access control including electronic fobs and manual keys, monitored security system, including 3 access panels. Integrated fire alarm and sprinkler system.

Policies - We will use our emergency management plan as a template for the new campus, making adjustments as necessary to align with the unique aspects of the physical campus.

Primarily Responsible: Ron Banks, Security and Operations Director

We do not anticipate contracting with the local school district for school police services.

The school currently communicates with local law enforcement and public safety agencies via our Emergency Response Commander (Craig Jex). He meets with and coordinates with them and established communication procedures. Local law enforcement has an arrangement to use our Sunset facility for training, which also provides them great familiarity with our facility, and the opportunity to provide input with regard to our safety plans. Mr. Jex's responsibilities will expand to the new campus as well, in an oversight and training capacity to the staff at the school.



(2) Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

The types of coverages that will be secured for the new expansion will likely not change much since the scope of school's operations will not be changing. However, the increase in student count and the addition of a new campus call for a reassessment of adequate levels of insurance. After careful consideration and discussion with APA, we have a plan to incorporate the proper insurance policies, coverages and limits which we feel are more than adequate given the schools. size, scope of operations and other risk factors. We have also taken into account what similar organizations have done to address these risks in the Nevada market as well as surrounding states. These coverages and limits are outlined in <a href="https://example.com/Attachment 26">Attachment 26</a> for your review.



## **FINANCIAL PLAN**

### **Financial Systems and Processes**

Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

Accounting will primarily be a responsibility of the management company's accounting team, which consists of our Business Manager, Phil Collins and his Senior Accountant, Brent Burggraaf.

Day-to-day school-level accounting functions such as accounts payable, accounts receivable, purchasing and cash management will be conducted under the direction of the School Principal, Christie Olivieri. Purchasing is managed from the school level by a Purchasing Manager and the School Principal, providing multiple checks and balances with regard to issuance of PO's and implementation of the purchasing process which is accomplished based upon school financial policies and procedures.

Budgets are established collaboratively at the beginning of the year by the finance team, the school Principal, Mrs. Olivieri, and the Administrative Director, Mrs. Hulet. The expansion campus budget will also be established by this team. A purchasing plan will be developed based upon the budget and items will be purchased within school purchasing policies. As school staff request supplies and materials, these will be procured under the direction of the Principal and Administrative Director to ensure the budget maintains integrity.

Budgets are updated and watched by the accounting team throughout the year and updates are given to the school-level staff so they are able to provide proper controls on the spending.

Payroll is outsourced to a payroll company and is managed on the school side by the school's local HR Manager, Meaghan Wheeler, with consultation and support from the management company's HR department.

Periodic audits of expenditures are conducted by the management company's accounting team. The School Principal and Administrative Director clarify audit items on individual purchases where questions may arise.

Administrative services are contracted via the school's EMO contract with APS. This includes accounting services. Accounting services will be delivered within the rules and guidelines of the federal government, state laws and rules, and governing board financial policies. These policies include a stipulation that governing board approval is required on large purchases and second signatures are required on purchases over \$5,000. Other administrative services that will be contracted out include payroll services.

The governing board of the school holds contractors accountable, including the EMO, by holding monthly board meetings during which the Educational Management Company gives a report on



financials, academics, and operations. The contract, found <u>in Attachment 19 - EMO Agreement</u>

<u>Documentation</u>, details the responsibilities of the management company as well as the remedies of the board for contractual negligence. The governing board has the ability to cancel their contract with the Educational Management Company at any time, for any reason.

- (1) As Attachment 21, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative in Attachment 21. Include the following:
- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of Attachment 10. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Please see <u>Attachment 21 - Budget Narrative</u>.

(g) Submit a completed financial plan workbook for the proposed school as Attachment 22 (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

Please see Attachment 22 - Financial Plan.



(2) Submit, as Attachment 23, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

# See Attachment 23, Budget

- (3) Provide, as Attachment 24, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
- (4) Complete the audit data worksheet in Attachment 24. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 24.

# This section does not apply.

(5) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

The development plan for fundraising needs is put together by the Administrative Director of the campus, the Executive Director of the EMO, and the Director of American Preparatory Education Foundation (APEF). We also use the help and resources of our FSO (family school organization - parent volunteer group) to organize and carry out our events. All of our fundraising efforts have a specific goal in mind as there are never arbitrary fundraising events planned. We run three major campaigns every year. The focus of our campaigns is to not only raise funds for specific items needed, but also as a community event where businesses, families and the community can come together to participate and interact. We also find a philanthropic need and allot a portion of our proceeds to that cause. The three major campaigns are listed below.



- 1. Fall Carnival: This event has been used to fundraise for band equipment, field trip transportation costs, canopy for our elementary playground (on-going), graduation expenses and equipment for school-wide activities such as lighting, pipe and drape and flooring. This is a community carnival which allows local businesses to participate in this fun family event and get to better know the American Prep school and community.
- 2. Spring Fun Run and 5K Race: This event was also used to raise money for our playground canopy as well as to help provide working bathroom facilities for our sister school in Africa. We use this event to teach our students that they can make a difference and they can change the word for the better.
- 3. Summer camps: The programs we run in the summer are directly tied to the sport or club that is running the event. The monies collected create a budget for what those activities will cost.

We have received some funds from partner organizations including Box Tops and Lifetouch. The allocating of these funds is determined by our business manager and board. The funds received goes back into classroom supplies, field trips and incentives for students. We will continue to run these events at our current campus and will expand to include the new campus as well. We will combine all the resources of both campuses for all events to ensure the success of the campaigns. The board has been very supportive of all fundraising efforts and will continue to support as needed. The school does not rely on fundraising money for its financial viability.

(6) Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

The school's financial management decisions are made primarily between the school Business Manager and the EMO accounting team. The budget is developed by the accounting team with input from the school's Business Manager and other relevant parties at the school, such as the curriculum specialist and the enrollment coordinator. The board approves all budgets and financials. The governing board also gives strategic direction to the EMO. For example, if the board chooses to implement a goal to increase teacher wages by 10% in three years, the EMO will include those as parameters in the budgets. The school's on-site business manager verifies and approves or denies all invoices. She then writes the checks and sends them to the CFO for signature. Checks over \$5,000 require a signature from a member of the board. In that case, signatures are gathered from the financial expert on the governing board - Jon Gardner. Our procedures related to internal controls can be found as <a href="https://discrete.com/Attachment35">Attachment 35</a>.

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



# 2018 CHARTER SCHOOL EXPANSION AMENDMENT REQUEST

# Schools Requesting to Operate Additional Campuses

Amendment Requests Due April 1 - April 15, 2018 Instruction





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### **EXECUTIVE SUMMARY**

## 4 Page Limit

Provide a brief overview of your school, including:

- An overview of the mission and vision for the expanded school network
- Proposed model and target communities
- The outcomes you expect to achieve across the network of campuses
- The key components of your educational model for the expanded school
- The values, approach, and leadership accomplishments of your school or network leader and leadership team
- Key supporters, partners, or resources that will contribute to your expanded school's success

### American Prep Mission and Vision

It is our mission to provide an orderly, safe, and nurturing learning environment wherein contentrich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements. American Prep accomplishes this central mission by espousing the following tenets.

Schools achieve maximum academic success and student proficiency by:

- teaching skills to mastery levels,
- imparting valuable knowledge,
- transmitting the common culture that binds us as a nation, and
- exposing children to supreme examples of artistic and intellectual achievement.
- Mastery of a fundamental core of knowledge is essential to a child's achievement in later grades. Material should be coherent, sequential, content-rich, and challenging, and must be taught to mastery level by the teacher.
- Standardized testing is an essential tool for measuring student learning and teacher success.
- The formation of good character goes hand in hand with mental training.
- Serious scholarship requires a willing and enthusiastic mind, self-discipline, determination, patience, and humility.
- All children can learn, although their pace may differ, and their response to higher standards is improved performance.
- The school must be structured to support parents so that they may play an active role in all aspects of their child's education.

This vision has been realized in Utah where American Prep opened its first school in 2003. The school opened at capacity, with a long waiting list. Parents, students, and teachers shared a common vision and created a school where students were challenged academically and were given the leadership skills they would need to "change the world for the better." Over the years our scores continued to climb and wait lists continued to grow<sup>1</sup>.

**Executive Summary** 

<sup>&</sup>lt;sup>1</sup> See <u>Utah Growth and Waiting Lists</u>



Since 2003, American Prep has expanded to a network of seven campuses in Utah. American Prep opened its first campus in Las Vegas, Nevada in Fall 2014. We are applying to expand our Nevada network by opening a second Las Vegas campus in Fall 2020 for the purposes of: offering American Prep's successful programs to additional Nevada students, reducing our waiting lists, and creating a solid pipeline of elementary students to strengthen our secondary program.

## **Model and Target Community**

The model of having two, K-6 elementary schools which feed into one 7-12 secondary school has proven very effective in Utah. We hope to follow this model by building a second elementary school that will feed into our current secondary school. For this reason, we intend to locate the new school as close as possible to the existing campus. This proximity is convenient for parents and will also support coordination and training at both campuses.

The target community for this expansion will be similar to the existing American Prep community – we will seek families primarily in the southwest valley of Las Vegas that wish to enroll their children in an academically rigorous environment that uses classical education methods and curriculum to prepare their student for university study.

In order to maintain poverty levels consistent with surrounding schools, we may offer priority enrollment to those students who qualify for free/reduced lunch.

#### **Outcomes**

As we expand and add another K-6 elementary school, we expect to share the American Prep experience with more students and families. We will hire locally, train new teachers, and create the proven and successful culture of academic success.<sup>2</sup>

This new elementary school, in conjunction with the existing elementary students at the Sunset school, will provide the ideal numbers of students to feed into the 7-12 grade secondary grades at Sunset. Having sufficient enrollment at the secondary level allows the school to expand its course offerings and better prepare students for college.

### Key Components of the Educational Model

Since the expanded school will be an elementary school, the key components of our educational model will include our small, achievement-level groups:

- Every student is taught in small groups of 8-12 at his/her academic level in Reading, Language Arts, and Mathematics according to pre-assessments.
- Weekly evaluations are tracked and monitored by teachers, instructors, and directors to ensure mastery. Students who are falling behind are identified in weekly team meeting discussions. An action plan is developed to address the student's needs.
- During follow-up team meetings, action plans are evaluated for effectiveness. Group level testing and change may be recommended if an action plan is not successful.

**Executive Summary** 

<sup>&</sup>lt;sup>2</sup> See Letter from SPCSA, Nevada State Report Card, School Test Results, Utah School Rankings



• Academic group levels are fluid. Teachers, instructors, directors, or parents may request a level test be administered at any time if they suspect that a different placement may be more appropriate for a child.

Another key component of our educational model is to have a full-time teacher and paraprofessional in every classroom. This allows our student-to-teacher ratio to remain very low, thus giving each student more individual attention. Curriculum at the second Las Vegas campus will mirror the curriculum at the Sunset campus.

Finally, American Prep believes that mental training goes hand-in-hand with the formation of a good character. In order to establish an excellent institution and a loving, positive atmosphere, we build a foundation of virtuous character in our students and ourselves. We firmly plant these ideals into our institution through a "Builders" theme. All staff, parents, and students work together to "build" our school on these principles: Expectations, Effort, Enthusiasm, Encouragement, and Excellence.

# Values, Approach, and Leadership Model

American Prep was founded by parents in 2003. All of the original founders are still involved in the school, either through employment or on a volunteer basis. The school is built upon a foundation of parental involvement and support. We value our parents and families, and together we have built a culture of academic excellence and strong personal character.

American Prep has seen consistent results each time a new campus has opened<sup>3</sup>. This is achieved through a district-level support system where human resources, compliance, operations, finance, and academic support is consistent and organized through policy and process. Our training and coaching program is managed by key personnel and American Prep founders who frequently visit each campus to ensure quality consistency.

The high standard of academic excellence is maintained through an intensively selective hiring process and a rigorous training program. Our best culture ambassadors are hired as "coaches" and visit different schools each day to ensure the quality and culture of the model emanate throughout the network of schools.

The best teachers eventually have the opportunity to become academic directors at one of our campuses, overseeing a segment of grade levels (lower elementary, upper elementary, and secondary). These academic directors assist the coaches in ensuring that each classroom, every day, aligns with the American Prep model and method. The same academic directors will assign team leaders for each grade to assist them in this effort. Our leadership structure is very wide, giving a large number of American Prep teachers the opportunity to spread the culture throughout our network of schools.

**Executive Summary** 

<sup>&</sup>lt;sup>3</sup> See <u>Utah Growth and Waiting Lists</u>



## Accomplishments

Our American Prep Nevada campus has been highly successful. We retain 92% of our students and have <u>a waiting list</u> of over two thousand students who desire to attend our school. Under the direction of the local governing board, American Preparatory Schools' management, and the excellent teachers we hired and trained, the Sunset school has earned <u>4- and 5-star ratings</u> from the Nevada Schools Performance Framework.

In conjunction with the American Preparatory Education Foundation (a non-profit foundation that supports the American Prep schools) the Sunset school has raised over \$200,000 toward athletics, student clubs and the hardship fund. Through the annual Builders Carnival, club sponsored fundraisers, and a Fun Run, parents and community members come together to support our school.

### **Key Resources for Success**

American Prep's model is replicated successfully through an Educational Management Organization (EMO). The EMO is deliberately restrained in its expansion efforts, recognizing the need to maintain high standards of educating students at each American Prep location.

<u>Our EMO</u> is located in Utah and assists all American Prep schools with academic training, administrative training, human resources, financial management, operations, curriculum support, marketing, enrollment, compliance, running the character development ("Builders") program, website, as well as any other district support that the school may need.

The EMO's executive director and director of academics visit the American Prep - Las Vegas school at least weekly and hold monthly online trainings and other meetings as necessary. This district model as managed by an EMO has helped American Prep successfully expand with very positive academic and financial results.

As mentioned earlier, the support of the American Preparatory Education Foundation (APEF) is another key resource. APEF helps us translate community support into great extracurricular experiences for our students.



## **MEETING THE NEED**

#### TARGETED PLAN

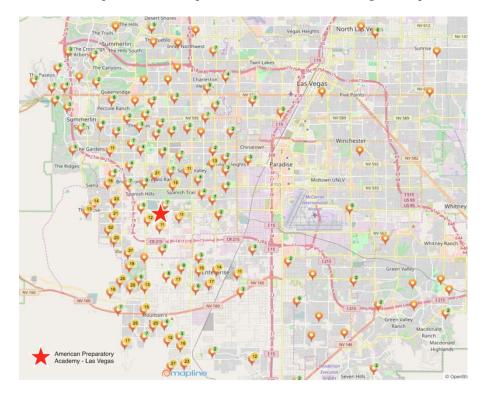
(1) Identify the community you wish to serve as a result of the expansion and describe your interest in serving this specific community.

American Prep will serve families that are dedicated to a classical education model within the Las Vegas valley. We will be conducting outreach efforts specifically to areas within a 5-mile radius of the campus, while involving the local communities and neighborhoods. Under the direction of the Board of Directors and district team, our outreach efforts will include, passing out flyers, holding information sessions, conducting tours, placing local advertisements and social media advertising.

The most important and effective outreach is conducted by our current, dedicated families. We will leverage their involvement and successful experiences at American Prep to encourage their friends and families to enroll in our lottery.

In order to maintain poverty levels consistent with surrounding schools, we may offer priority enrollment to those students who qualify for free/reduced lunch.

The current geographical spread of students for our Sunset campus is demonstrated in the picture below. We expect a similar spread for the second Las Vegas campus.





(2) Explain how your expansion model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

### **Current Waiting List**

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Count	727	368	276	227	238	219	214	133	118	90	37	22	10	2679
% of total	27%	14%	10%	8%	9%	8%	8%	5%	4%	3%	1%	1%	0%	100%
	85% 15%													

As you can see from the table above, we have a large waiting list. 85% of the demand is in the elementary grades.

## Elementary vs Secondary Distribution

Demand for our secondary seats is growing as our students are retained and promoted from the lower grade levels. Review the following charts to see our projected secondary growth:

2017-18 School Year - total 1500 students

Elementary - 900	Secondary - 600
------------------	-----------------

2018-19 School Year - total 1600 students - maximum American Preparatory of Sunset Campus

Elementary - 800 Secon
------------------------

2019-20 School Year - total 1600 students - maximum American Preparatory of Sunset campus

Elementary - 600	Secondary - 900
------------------	-----------------

From experience with our Utah schools, we have learned that it takes about 1200 elementary students to support a secondary school with 900 students. Building a new K-6 elementary school will allow us to enroll elementary students on our waiting list and promoted them into the secondary program. This model delivers the sustainable enrollment model shown below:

2020-21 School Year - total 2400 students - Sunset Campus and proposed Las Vegas #2 Campus



Elementary - 600

Elementary - 600

### **GROWTH RATE AND RATIONALE**

(1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).

### Our six (6) year growth plan is as follows:

	Year	Plans	# of Students	Locations
Year 1	2018-19	No expansion	1600 students	Sunset campus
Year 2	2019-20	No expansion	1600 students	Sunset campus
Year 3	2020-21	Open Las Vegas #2	pen Las Vegas #2  640 new students  1600 students  2240 total students	
Year 4	2021-22	No expansion	640 students 1600 students 2240 total students	Las Vegas #2 campus Sunset campus
Year 5	2022-23	Reevaluate for potential expansion (not planned)	640 students 1600 students 2240 total students	Las Vegas #2 campus Sunset campus
Year 6	2023-24	No expansion	640 students 1600 students 2240 total students	Las Vegas #2 campus Sunset campus



To be clear, the earliest American Prep would consider the need for further expansion would be in 2022, based on demand, quality, and staffing considerations.

(a) Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.

The rationale for this proposed plan is based on our estimates of retention and promotion. American Prep Las Vegas opened in 2014. By 2019 many of our students will be moving to the secondary program, and the limited space at the Sunset Campus must be increasingly dedicated to secondary classrooms. This reduces the number of seats available to elementary students, where our demand is the highest. If a second Las Vegas campus is approved, it will provide the space needed to enroll students from the waiting list. More importantly, it will create a sustainable model - where two elementary schools feed into a single secondary school.

American Prep has many years of experience with growth and expansion. The five-year time frame between opening the first and second campuses is a reasonable period to train teachers, solidify curriculum and teaching methods, build a strong American Prep culture, and develop leadership within the organization. The members of the governing board have also had time to learn their roles, establish proper patterns of leadership, and work with school administration to address challenges and opportunities facing the school. This is evidenced by the 4- and 5-star ratings earned by Sunset within the Nevada Schools Performance Framework. In short, five years is adequate time to establish stability through the inevitable changes opening a new campus will bring.

- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them. Examples may include:
  - a. Inability to secure facilities/facilities financing;
  - b. Difficulty raising philanthropic funding;
  - c. Insufficient talent pipeline/difficulty recruiting faculty;
  - d. Insufficient leadership pipeline/difficulty recruiting school leaders;
  - e. Misalignment between the founding school and leader and new campuses and leaders, and:
  - f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.



## Risk #1 - Inability to fill to capacity

The primary risk to a charter school is the inability to fill the school to the planned capacity. When opening a new charter school in a new state, the risk is increased because the school is positioning a new "product" into a new "market" without a clear demand and without a positive local track record.

This risk is mitigated significantly when opening a second campus. Members of the community and friends and family of the current students have seen the positive results of an American Prep education. American Prep has a strong brand supported by academic results published by the state of Nevada. We enjoy a considerable <u>waiting list of families</u> that would like to enroll in the school. In fact, we would only need to enroll about 25% of the list to completely fill a 640-student elementary school. We will plot these interested families on a map as we select the best location and estimate how many potential students would actually choose to attend our school.

We have a history and track record of success<sup>4</sup>. The first American Prep campuses in each state were established by parents, in a "grass-roots" effort. The governing board members were both qualified, and highly invested in the success of the school. This built a huge network of interest and support that led to amazing enrollment results. The experience of American Prep has been that every campus in every location (two different counties in Utah and one in Nevada) has always enrolled to capacity.

# Risk #2 - Securing Facilities and Financing

Securing facilities and facility financing can also be very challenging aspects of opening a new school. Our management company, American Preparatory Schools ("APS"), has been actively searching for property suitable for the Las Vegas 2 campus. APS has sought suitable property for eight other (8) campus locations, so they have extensive experience in choosing affordable and functional properties for charter schools. They will ensure that all certificates and inspections are obtained prior to the commencement of school. APS also has an advantage in seeking financing for a new campus by using their reputation to receive favorable financing rates. For example, when APS seeks bank financing for a new school, the bank is able to evaluate the credit risk of the new school by looking at other APS managed schools<sup>5</sup>.

# Risk #3 - Insufficient talent pipeline - recruiting faculty and leaders

Another risk that we have addressed is an insufficient talent pipeline and the ability to recruit quality faculty. From our experience, this challenge is greater in recruiting and staffing qualified Science, English, and History teachers at the secondary level. This particular challenge will be less of an issue when recruiting for an all-elementary school; however, we are realistic in anticipating that we will still be challenged in finding the best staff and teachers for the new school.

One of the advantages of opening a second campus, is that there will be more opportunity for staff to advance to leadership positions. There will be at least three (3) new "director-level" positions at

<sup>&</sup>lt;sup>4</sup> School Test Results, Nevada State Report Card, Utah School Rankings

<sup>&</sup>lt;sup>5</sup> Utah Facilities Expenses, Financing Details



the new campus, as well as opportunities for teachers to develop into team-leaders and coaches across the network. Often when opening a new school, it is a great challenge to identify and quickly train the right individuals for these leadership positions. We are very excited to have some of our existing all-star American Prep teachers move up into these leadership positions at the new campus.

Another advantage is having an EMO with campuses across multiple states, which provides an opportunity for teachers to move unilaterally from Utah to Nevada. A few employees from American Prep schools in Utah have moved to Nevada and are currently employed at the Las Vegas Sunset campus.

Our EMO recruits teachers from national forums (often through websites) and provides the recruits with options of worksite location. The EMO also recruits from local teacher hiring fairs in both Utah and Nevada. Often the fairs in Utah produce candidates that would like to work in Nevada.

It is important to mention that our EMO has a very high standard for the American Prep staff with teacher quality being the #1 goal, and teacher retention a close second. Because of these priorities, American Prep's recruiting and hiring processes are very refined. We believe that we will be able to successfully overcome any staffing challenges that may be encountered.

# Risk #4 - Misalignment between leadership teams

Because American Prep uses an EMO, there is not a risk of misalignment between the existing and new leaders. All leaders are recruited, trained and managed by the EMO. This changes the relationship from a potentially competitive one, to a cooperative environment where the seasoned leaders can offer support, advice, and mentorship to the new leaders.

(3) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

American Prep's EMO has helped build and initiate eight (8) schools in Utah and Nevada. With each school, the management company has learned new lessons.

When American Prep first opened in Nevada, it was the first time that the management company had started a school in an existing lease space. This was a significant challenge but the EMO brought in all of their experts and personnel from the organization to solve the problems that were presented. We utilized parents who wanted to enroll in the school to help remodel and furnish the facilities. Some of these parents also had contacts at the SPCSA, fire department, local contractors and suppliers, and community developers and we were able to leverage these relationships to help us overcome the challenges that confronted us in opening the new school.

At the Las Vegas- Sunset campus, American Prep has had to address significant traffic issues. At a charter school without a bus program, we have to route hundreds of cars through our facility twice each day at drop-off and pickup. This has created a significant challenge. We have developed and



refined our system through multiple iterations to minimize the traffic on-site at any given time. We recently purchased additional property that we believe will finally resolve this issue.

American Prep's EMO operates under a process of continual improvement. Each school opening allows opportunities to refine those processes based on the purposeful evaluations of previous experiences. The EMO often calls Las Vegas- Sunset their best campus yet and anticipates that we will be able to make even more improvements for Las Vegas 2.



#### PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.

Parents who have students on our waiting list have played a crucial role in American Prep's decision to pursue this expansion. Due to the <u>overwhelming demand of the list</u>, we decided this expansion is a step in the right direction for the community. Although we have not physically involved parents in this proposed expansion since it is not public knowledge, we are confident this step will be enthusiastically accepted by our eager parents on the waiting list.

(2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

# Engage community (approval to opening)

Upon approval of the expansion, there will be a public announcement. At that time, we will enlist the help of parents within the community to "spread the word" by handing out flyers in neighborhoods, posting on social media forums, and talking about the expansion with their family and friends.

Our parents have been consistent in helping American Prep's successful campus openings by creating committees to oversee different tasks, donating warehouse space, lending moving trucks, and volunteering relatives for labor intensive jobs such as: repurposing desks, moving furniture and installing whiteboards.

We have learned that one of the biggest things our parents can help us with is storage space. We'll ask parents to identify and volunteer space for American Prep to store furnishings, fixtures and equipment (FF&E), curriculum, and textbooks that we may want to place into the new school. By securing storage space early in the process, our procurement team can immediately begin to purchase these items. With the benefit of time, our procurement team is able to buy more than 80% of our FF&E second-hand. This procurement process contributes significantly to our ability to utilize our financial resources to optimally serve our students.

In conjunction, parent volunteers are very important in providing the labor required to transport such FF&E from their original location to a storage space. We often solicit this help from community members that are not parents of American Prep but are excited about the prospect of assisting a school that their child may attend in the future.

Once a building is move-in ready, we ask parents, students and other volunteers to paint walls, install bag hooks, help with the classroom set-up, label textbooks and dockets, organize workrooms and clean windows. We are confident that our existing and new families at the proposed Las Vegas 2 campus will be involved in the expansion process.



## Establish Buy-in and Parent Priorities

American Prep is confident in the parent and community buy-in for this expansion due to the ever growing <u>waiting list</u>. We have also discovered that when parents participate in the rigorous labor required to open a school, they experience immense buy-in toward the success of that school. Additionally, this helps the parents and students appreciate and care for the furniture and fixtures a little more.

We know that our parents' priority is first and foremost their child's education and American Prep is where they'd like their child to gain this education. We welcome all positive, effective and concise communication from parents through email, phoning our office and/or contacting us through our website.

In addition, the governing board will hold regularly scheduled board meetings to keep the public apprised of any developments related to the school's construction, staffing, lotteries and enrollment, etc. The board meetings for the expansion will be posted on our website and our existing school building with 72 hours advanced notice.

These public meetings are advertised to ensure that parents, neighbors and the community are able to voice their opinions, concerns and assist the board in understanding their priorities as parents. These board meetings will continue to be held during the transition process and post opening. There is also a board member who is appointed as the Parent Advocate who can meet privately with parents to address any concerns.

(3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

## **Engage Parents**

American Prep engages our parents daily by sending home parent communication via Learning Plans with each elementary student. Weekly school newsletters sent via email and in take-home dockets provide constant information about upcoming school-wide events and special schedules for class or grade activities which always extends invitations for parental involvement through volunteering to help in those events and activities.

At the beginning of the school year and shortly after the year begins, American Prep holds on two separate nights, a Meet the Teacher Night and a Back to School Night where parents, students and teachers can meet and discuss the upcoming the school year expectations and get to the know one another better, creating a friendly environment where they can discuss their student's progress.

We have an "open chair" policy in all our classrooms where parents are invited to come and observe instruction at any time. We offer Parent-Teacher Conferences three times a year where parents can meet with the student's teacher one-on-one to discuss progress and give and receive feedback.



There are many opportunities for parents to be involved at the school, including weekly assemblies for the K-6 grades where parents are invited to come and watch as students "Show What They Know." These assemblies help parents see what their student is learning in class and gives the student the opportunity to show their parents the progress they have made in that subject.

American Prep also holds several assemblies where parents, neighbors and the community are invited to observe their students' performances, including the Veterans Day, Builders, and Memorial Day assemblies.

## Family-school partnerships, Parent commitments

All families are required to come to at least two all-school meetings per year, where they will be taught how to participate in American Prep's programs. Parents of students in grades K-6 are required to read and sign the student's Learning Plan daily. This signature is checked daily by the teacher, and statistics are maintained with regard to parent compliance in this task.

Parents are required to assist students in completing daily homework assignments (as needed) and are to communicate any problems or issues with the teacher via the Learning Plan daily. Elementary and secondary parents are given a login to review student grades via the Infinite Campus system. Secondary homework assignments are recorded on a daily planner for parents to review.

American Prep asks families to provide 20 hours per year of volunteer service. All parents are trained, provided Volunteer Guidelines, and invited to participate in the committees or projects that are of interest to them. Volunteer hours are tracked on weekly communication envelopes. During the last quarter of the year, parents who have not completed their 20 hours are invited to participate in special projects so that they may meet the required hours.

Some of the activities and programs that our families and the community are involved in are: Fall Carnival, Builders Assemblies, Veteran's Day Assembly, Winter Music Concert, Reading University Assemblies, Spring Music Concert, Spelling Bee, Geography Bee, Speech Festival, Science fair, Memorial Day Assembly, and our 5K Fun Run.



(4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 11, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Community involvement is an incredibly important aspect of American Prep's mission. We have the support and partnership of American Preparatory Education Foundation, a non-profit 501(c)(3) whose mission, "provides energy, focus, and expertise as it raises funds for capital improvements, program enhancements, and scholarships to students, parents, and educators connected with American Preparatory Academy (American Prep) schools.

The foundation's mission is to enhance the American Prep experience for our students and to provide that experience for an increased number of students and families. This has been helpful for the current Sunset campus in raising funds and providing tax write-off donations for the public who donated money for the following programs: the athletic department, purchasing band equipment, lockers for high school students and equipment for the drama club.

We recognize the importance of having community partnerships and will continue to seek such relationships for the benefit of our student population. American Prep will continue to build and strengthen the relationships we have with current volunteers, organizations, and businesses and will look to expand as those opportunities present themselves.

Please see Attachment 11 for letters of community support.

(5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

We have learned that the parents in the southwest corridor, our targeted community, are looking for an academically-rigorous classical education program and are willing to have their children in school for longer hours in order to obtain that. Parents of potential students have flooded our doors with requests for open spots in seeking any availabilities within our school. We have received thousands of applications to date and have concluded that expanding our school with a campus dedicated to grades K-6 will create available openings for new students of all grades K-12.

The parents in our community are highly supportive and ready to volunteer and serve at the school in our many highly successful community events. Some of those events include: an annual carnival, fun run and assemblies and concerts which parents are highly motivated to contribute to, with volunteer hours, cash donations, gifts-in-kind donations and advertisements on behalf of their children's education.



We have provided outreach to the local community through information meetings, our website, and other local advertising. Our monthly board meetings are open to the public, and we have utilized social media (Facebook, etc.) to provide information, increase awareness, and to receive feedback for/from the local population. These are the strategies that we have implemented to learn from and engage the neighborhood, community, and city/county.

With regard to non-parent community members, American Prep has received a very positive reception within the community. Our neighbors have visited the school and been complimentary about our processes and our students. With the proposed expansion, we will continue to positively impact the southwestern corridor and include more families and neighbors in our school community.

(6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

Our EMO is our primary partner in planning for the second campus, providing human resource management, financial planning, seeking viable properties, building design, and aiding in construction. The architect of our Sunset campus (Ed McDonald of Elm Group) has been collaborating with APS as they seek out a property for the American Prep-LV #2 campus. Request for proposals from contractors will go out to contractors in the area and a reputable contractor with the most valuable proposal will be chosen to take the school through the planning and permitting processes, and then through the construction process.



# **ACADEMIC PLAN**

#### MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

It is our mission to provide an orderly, safe, and nurturing learning environment wherein contentrich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements.

American Prep will serve families that are dedicated to a classical education model within the Las Vegas valley. We believe setting high expectations, requiring hard work, and supporting students as they overcome obstacles to success.

We envision a top-tier academic and talent-building school where parents can be confident that their child will reach maximum academic proficiency, be prepared for university study, and develop strong interpersonal and leadership skills. In short, we strive to produce students that will be prepared to change the world for the better.

Success looks like students who actively engage in learning, who make academic progress as measured by regular assessments, and who become leaders. Leadership skills include showing respect and knowing how to behave in common social and business environments.

(1) Explain whether the proposed mission and vision for the network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications. Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

The proposed mission and vision for the Las Vegas 2 Campus is the same as our existing American Prep Sunset Campus. We will be able to maintain consistency and coherence in several ways.

The EMO will train the new campus leaders and teachers, just as they did with the Sunset Campus leaders. The administration and teaching staff of both campuses will have regularly scheduled meetings together. We currently have a network-wide (Utah and Nevada) leadership and coaching program that will ensure both campuses are continuing to carry out American Prep's mission and vision.



## **CURRICULUM & INSTRUCTIONAL DESIGN**

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

- (1) Historical Performance
- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. However, a school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics. *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.*

Please see <u>Attachment 25</u> for school data and <u>Attachment 27</u>, a letter from the SPCSA congratulating our Sunset school as a leading performer.

(b) **Interventions**: Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

American Prep's past performance has met and exceeded the organization's expectations to date. We realized that in some areas we could improve as an organization and thus we've taken these opportunities to do so.

We noticed our students were turning out low SBAC test scores and we were unsure why. After looking at the tests and then our curriculum lessons, we realized that the verbiage and format that we were teaching our students differed from that of the tests. The information was correct, however the execution of our information needed to be adjusted to align our curriculum lessons with the SBAC test. We have offered training to our teachers on how to mitigate this issue and will continue on-going training classes. We anticipate that our scores will improve year to year. It is our goal to reach 80% proficiency.



- (2) Academic Vision and Theory of Change
- (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

The following items are non-negotiable as part of our model:

- Direct Instruction programs
- Precision Teaching methods
- Core Knowledge Sequence for the curriculum base
- Classical Education emphasis with Latin and Logic courses
- Small, achievement-leveled learning groups in the elementary grades in the subject areas of reading, spelling, and math
- All academic programs are research based and field tested
- Daily and Weekly assessment of learning outcomes
- Teachers meet regularly as teams to refine their academic guides and collaborate on lesson planning and class schedules
- Music, Art, Computer, and Foreign Language class options
- Character and Leadership education programs

These items are constant, and do not vary.

- (3) Performance Management
- (a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole. What performance management systems, processes, and benchmarks will the school use to formally assess this progress? Explain how the school addresses underperformance and describe the corrective action plan procedures.

Student performance is assessed and tracked on a weekly basis. These weekly reports identify student-level and groups-level underperformance. The teachers, instructors, and Academic Director address these deficiencies in weekly team collaborative meetings and suggest and implement timely interventions. The campus Academic Director may also identify and address teacher ineffectiveness with extra instructional support, coaching, or targeted professional development where indicated. American Prep is constantly looking for ways to assist staff in addressing any concerns or issues to ensure student success.

At the conclusion of each school year, end-of-year assessment data is reported and organized into a Comprehensive Needs Assessment (CNA). The CNA includes demographic, attendance, behavior, and assessment data. Also included in the CNA are the results of the annual Parent Survey. This



anonymous Parent Survey evaluates, among other things, the satisfaction of parents with the quality of the academic program and their opportunities to participate in the schools.

American Preparatory administrators annually invite select staff and parents from each school to participate in a District/School Planning Meeting. This Committee reviews the Comprehensive Needs Assessment and analyzes areas for potential improvement. District/School Plans are developed with goals, action steps, and budget relationships.

(b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.

If enrollment did not meet the break-even budget target, and we were not able to remedy this with other revenue sources for 2 consecutive years, a petition to close would be considered by the board.

If our students perform academically in the bottom 5% in the state of Nevada, overall (all grades and subjects tested) for 2 years without improvement, a petition to close would be considered by the board.

(c) College Readiness (HS Only): Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.

This application is for a K-6 campus, so this section is not applicable.

(d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

American Prep uses academic, financial and operational metrics in determining its readiness for replication. Academically, our elementary school has received a 4-star rating and our middle school has received a 5-star rating. Our high school has yet to receive a star rating due to a lack of information used in the Nevada School Performance Framework. This year we will have our first graduating class which will provide this information. However, our standardized test results in our high school were higher than the average for Clark County (see Attachment 25).

Financially we have received a clean audit and have roughly \$1.8 million in reserve with a very healthy cash flow. Operationally our school has had consistent enrollment in all grades over the past 4 years and we have very strong wait list numbers in grades K-6. Due to the academic, financial, and operational success of American Prep's Sunset campus, we are confident that this is the time to replicate our model and open a second campus in Las Vegas.



PROGRAMS OF DISTANCE EDUCATION (Distance Education Expansion Amendments)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- 1) Describe the system of course credits that the school will use.
- 2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- 3) Describe how the school will ensure students participate in assessments and submit coursework.
- 4) Describe how the school will conduct parent-teacher conferences.
- 5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

This does not apply to our school as we do not offer any distance education classes.

PRE-KINDERGARTEN PROGRAMS (All Operators Currently Operating or Proposing to Operate Pre-K)

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a subrecipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at Nevada Department of Education – Early Learning and Development site. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

- 1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- 2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both



- state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- 3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- 4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.
- 5) This does not apply to our school as we do not offer a preschool program.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (New High School Amendments Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- 1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- 2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- 3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

This does not apply to our school because we are applying for a K-6 elementary school.



#### **SPECIAL POPULATIONS**

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students: SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

- 1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
- 2. SPCSA schools develop programs to support the needs of their students.
- 3. SPCSA schools do not counsel or kick any students out.
- 4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
- 5. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.
- 6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student

American Prep Las Vegas aligns our Special Education Program with complete fidelity to <u>IDEA</u>. Additionally, American Prep Las Vegas, under the guidance and requirements of the Nevada State Public Charter School Authority, created the <u>American Prep Las Vegas Special Education Guidance Manual</u>, Model Policies and Procedures Document. This document, in conjunction with the Federal Laws governing IDEA are the essential primary resources and references used at American Prep for Special Education Services. The SPCSA approved the American Prep Las Vegas SpEd Guidance Manual in 2017.

## **Special Education**

(1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.



# Special Education Team Organizational Chart



\*employees of the EMO

#### **Curriculum and Model**

Our campuses continue to use a highly effective research based instructional model with a proven track record of creating high academic outcomes for special populations for the last 15 years at the American Prep campuses in Utah<sup>6</sup>. This model has been successfully replicated at the Sunset campus location for the last 4 years in Nevada<sup>7</sup>. Using this proven model, American Prep has been achieving high academic outcomes for students with disabilities, including students with mild, moderate, and severe disabilities for each of those years. The model was based on a highly successful school in Colorado – Cheyenne Mountain Charter Academy, now known as <a href="The Vanguard School">The Vanguard School</a>. The school focuses on rigorous academics, virtuous character development, and utilizing small achievement-level groupings in elementary school – all in a fun and enthusiastic environment.

<sup>&</sup>lt;sup>6</sup> See Utah Special Education Data

<sup>&</sup>lt;sup>7</sup> See <u>Las Vegas Special Education Manual</u>



# **Multidisciplinary Team**

- Campus Academic Director
- Special Education Case Managers
- Psychologist
- Teachers
- Instructors

The first step of the instructional model is the collection of academic and behavioral data through assessment. This data is used by the Campus Academic Director to place each student in the appropriate ability-level group for each subject. The data identifies the student's level of mastery in reading, math and spelling before entry into the academic environment.

The next step is to continue to gather data and make adjustments to each student's placement as needed. Teachers collect and report comprehensive academic and behavioral data for each student to the Campus Academic Director weekly. The Campus Academic Director organizes and sorts the data for the Multidisciplinary Team (MDT) to review. The team identifies any students who are not at mastery (80%) or performing below grade level and apply a Response to Intervention (RTI).

The MDT has the responsibility to identify what RTI strategies may be implemented to improve the student's performance. They will apply those strategies, document the duration of implementation and the results of each intervention and determine if the strategy is successful in supporting the student to mastery academically and/or behaviorally. Ultimately, the Campus Academic Director is accountable for improving and reporting those outcomes to the Executive Leadership, who reports to the board at annual and quarterly performance reviews.

## Executive Leadership Team

- Executive Director
- Executive Academic Director
- District Academic Director
- District Special Education Coordinator

These individuals have over 60 years combined experience in education and have been employed in the capacities of curriculum creation, instruction training, district level administration and teaching at American Prep.

This team is responsible for creating, monitoring and improving all curriculum, including reading, math and spelling courses taught at American Prep. The Executive Team reviews weekly reports from each campus and holds the Campus Academic Director and/or MDT accountable for high academic outcomes. They also consult and advise the MDT how to address particularly difficult student challenges or students not responding to RTI efforts.

## Las Vegas Governing Board

The Board has been serving the American Prep Las Vegas Schools for over four years and is highly accomplished in the role of receiving and reviewing the regular reports generated by the



Instructional Leadership demonstrating the academic outcomes in performance for all student populations at APA, including students with special education needs.

Each of the five governing board members are leaders in the local business community with individual proven track records in creating professional success<sup>8</sup>

## Track Record

The Las Vegas campus has only been open for four years, so we have limited data to show the efficacy of our Special Education program. However, <u>Attachment 32</u> includes data from the state of Utah where we have provided a broad continuum of services for many years. This data demonstrates the efficacy of the program American Prep uses to serve the special needs population.

(2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?

Child Find is a Federally Mandated element of IDEA and the State of Nevada. There are clearly identified protocols and procedures to accomplish the goals of Child Find. American Prep aligns its Child Find protocols to those two authorities as outlined in the American Prep Las <u>Vegas Special</u> Education Guidance Manual

Children may be referred to Child Find by parent, state or community agencies, private agencies, medical providers or facilities, private or parochial schools, preschool or daycare centers or others concerned with the child's needs.

Key elements of Child Find include but are not limited to the following protocols as described in the CCSD Special Education Services Manual<sup>9</sup>:

- Interventions are strategies, developed on the basis of individual need, designed to have a remedial effect upon any academic or behavioral difficulties of a student.
- Performance in the current educational setting means the behavioral and academic functioning of a student in the environment in which the majority of the student's education occurs. Additional NAC criteria exist for determining a student eligible under the classification of Specific Learning Disabilities.
- Scientific Research-based Intervention means the modification of the classroom
  environment, curriculum or delivery of instruction in the general education settings, which
  is based upon an examination of the characteristics of the student as a learner, the
  instruction being provided and the curricular task to be accomplished and targeted toward
  improving the student's level of performance and rate of learning. The modification of the
  classroom environment, curriculum or delivery of instruction is demonstrated through
  scientifically based research and practice to have a positive impact on the student's
  academic achievement or behavior.

<sup>&</sup>lt;sup>8</sup> See <u>Board Member Resumes</u>

<sup>&</sup>lt;sup>9</sup> CCSD Special Education Services Manual, section 4.1.4, no page number. Revised 3/21/12 GAC 1393.13



Additionally, American Prep works in cooperation with other agencies, in the county to:

- Locate all children and youth with disabilities from the ages of 5 through 21 in the counties of which the school(s) reside and/or provides services. American Prep is not serving students from the ages of birth to 4 years old. Naturally, that age of student population will not be attempted to be locate.
- Identify and refer individuals suspected of having a disability for evaluations as per the RTI protocols in place as listed above.
- Provide information to the community about the Child Find project and increase awareness about the educational rights of individuals with disabilities and their parents, through the following methods:
  - Newspaper articles and other media
  - o Correspondence with community members in the usual business of notifications about the opening of the new charter school in the area during enrollment activities.
  - o Annual screenings in school for vision and hearing.
  - o After being selected in the lottery for enrollment and only after actual enrolment to attend the American Prep School is fully completed and accepted by American Prep.
  - o Annual Teacher training on identifying potential disabilities at Teacher training week, Pre-service or Professional development.
- Maintain a child identification log indicating which children 5-21 years of age are receiving special education and related services and which children were found to be not eligible for service. The log contains the following information, if applicable, on all children referred for evaluation:
  - o Student Name
  - o Age
  - Date Referred
  - o Date Evaluated
  - o Date Service Initiated
  - o Disability Category
  - o Reason for Not Serving

## Before Making a Referral

When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before a referral is made, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom. This is called RTI, Response to Intervention. It is tracked at American Prep on a specialized form called the "Huddle Form". Data is collected over a specified period of time (6 to 8 weeks) which reports what intervention was used, for what period of time and to what result. That data is reviewed every week to insure proper attention is given to the particular student situation to ensure responses can be timely for the best possible outcomes.

#### General Education Interventions

If a student is experiencing an educational or behavioral difficulty but is not suspected of having a disability by the charter school, the charter school may attempt to remediate such difficulty through



providing scientific, research-based interventions, in line with Positive Behavior Interventions and supports<sup>10</sup> (called RTI) as identified above.

The Nevada Administrative Code<sup>11</sup> (NAC) defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures shall be used by the school whenever a particular student is experiencing academic or behavioral difficulty:

- 1. Develop an intervention plan for the student, to include:
  - A description of the academic or behavior concerns, and the degree to which the student's academic or behavior performance fails to meet the demands of the educational setting;
  - b. The interventions to be provided, which are targeted toward improving performance and increasing the rate of learning.
  - c. The data to be collected to measure the student's level of performance and rate of learning.
  - d. The frequency of data collection; a description of how the data will be summarized; a description of how intervention effectiveness will be evaluated; a schedule for evaluating intervention effectiveness.
- 2. Provide a copy of the intervention plan to the student's parents.
- 3. If the eligibility team intends to determine eligibility for SPECIFIC LEARNING DISABILITIES based upon the child's RESPONSE TO INTERVENTION, American Prep will provide the "NEVADA DEPARTMENT OF EDUCATION POLICY STATEMENT RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION" document to the student's parents. This Policy Statement is not required if the student's eligibility for SPECIFIC LEARNING DISABILITIES will be determined based upon the discrepancy analysis model.
- 4. Based in part on the results of the targeted, scientific, research-based intervention, determine whether the student is suspected of having a disability and should be evaluated for special education eligibility.
- 5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the charter school must:
  - a. Conduct the initial evaluation if the charter school agrees that the student is suspected of having a disability; **or**

<sup>&</sup>lt;sup>10</sup> Positive Behavioral Interventions & Support - Research

<sup>&</sup>lt;sup>11</sup> (NAC) §388.325



b. Provide PARENTAL PRIOR WRITTEN NOTICE of its refusal to conduct the initial evaluation (if the charter school does not agree that the student is suspected of having a disability). Any proposed refusal to evaluate a student must be discussed with one of the LEA's Special Education Programs Professional (EPP).

If the charter school determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if the charter school determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the charter school may refer the student for an initial evaluation.

(a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

American Prep does not offer Pre-K services, so this portion of the question is not applicable.

Enrollment at our campus begins with a lottery. Once a student has been given a seat at our campus, the parents complete registration documents, which include data about medical conditions, previous use of special education services, speech and language services, and accommodation plans. As part of our registration process, each incoming student receives an assessment to place them in the appropriate academic classes. This is another time that we ask if they have an IEP and ask for it to be transferred to our campus. The person completing the assessment also leaves notes if they have concerns that would start the RTI process.

(b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?

The school will be a K-6 elementary campus, so this item is not applicable.

(c) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

The State of Nevada and the Federal Government have identified generally acceptable ratios of identification within a demographic of a region. There are protocols in place to notify an academic organization reporting ratios outside of those acceptable measures. The use of Infinite Campus, the student information system used by the State of Nevada, automatically enrolls American Prep into the reporting system within the State of Nevada's measures and controls for this and many other measures required by IDEA.



# Strategic Intervention Assistance<sup>12</sup>

The 2004 reauthorization of the IDEA requires Nevada to have in effect policies and procedures designed to prevent the inappropriate over identification or disproportionate representation by race and/ or ethnicity of children as students with disabilities. There is also a heightened priority on considering the extent to which a student has been provided appropriate instruction and instructional supports prior to, or as part of, the special education referral process, including review of any data-based evidence of student progress relative to instruction. Specifically, NAC requires that educational interventions be implemented and evaluated **before** a student can be determined eligible for special education as having either Specific Learning Disabilities or Emotional Disturbance.

(3) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

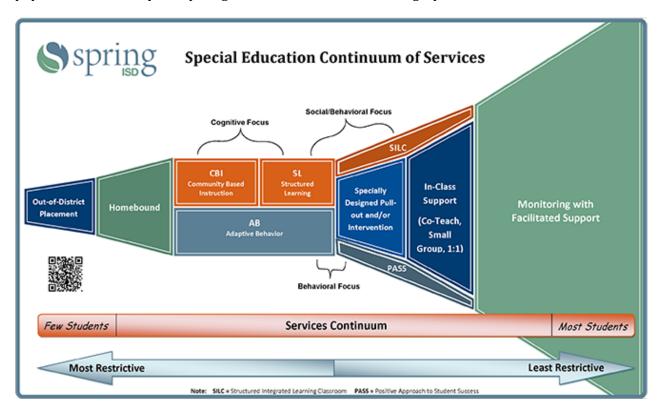
American Prep will offer the full continuum of services for students with a range of disabilities including intellectual, learning and/or emotional. Services for all students will be determined using data collected by the PLT team and consensus amongst the IEP team. American Prep does not intend to offer complete programs related to specific disabilities (Autism, ED, etc), but plans to determine services on an individual basis.

The resources and personnel used to provide these services will include but not be limited to the Special Education case management staff, paraprofessional staff and additional related service providers needed and identified by the IEP Team. Administrative responsibilities will include general supervision of services and personnel involved both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the possibility of services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

<sup>&</sup>lt;sup>12</sup> 4.1.4. CCSD Special Education Procedures Manual, 2012



The general representation of how those services would be tiered and what amount of the population would be participating in what level is shown in the graphic below.



(4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?

We will be conducting outreach specifically to areas within a 5-mile radius of the campus, to involve the local communities and neighborhoods. We will try to attract families with parallel ideologies to American Prep. We wish to serve a community of parents that support our alternative model of education, and will conduct outreach through flyers, information sessions, tours, local advertisements, social media advertising, and, most importantly, through outreach conducted by our current dedicated families.

As part of our monthly open house tours for prospective families, we clearly explain that our school is able to provide any and all services needed by a student's IEP or 504 upon enrolling in our school.

(5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?



American Prep uses a well-established electronic data collection and review protocol to identify on a weekly basis any student not at mastery (80%) in core subjects such as Reading, Math, Spelling and home room content.

The data is reviewed every week by the Multidisciplinary Team (MDT) to identify what measures have been taken, document those measures on the "Huddle Form," and identify what additional actions and interventions will be applied and documented through the Response to Intervention (RTI) process.

This process allows the MDT to monitor and respond to students in special populations in a highly responsive manner.

(6) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

American Prep will recruit qualified Special Education staff through social media, online advertising, and career fair and hiring fair opportunities. Due to the competitive nature of recruitment, establishing connections with colleges that share our vision and prepare graduates for success within classical schools is important. It is the intention of the American Prep Director to travel to expand recruitment pipelines and develop relationships with key educational institutions. Long-term, this enables the school to attract candidates that are in harmony with American Prep's mission and vision and substantively contribute to the accomplishment of such.

One of the best sources of qualified applicants is referrals from school stakeholders. Once a stakeholder comprehends and supports the mission and vision of the school, they often seek to help the school achieve their mission and vision by referring their similarly minded friends and family. American Prep will be careful to elicit referrals from employees and parents that share our vision.

All Special Education teachers and related service personnel will possess the appropriate licensure according to Federal and Nevada Law. In addition to this, individuals will be selected based on their attitude, work ethic, commitment to the American Prep mission & vision, and love for children. To ensure that American Prep secures the top talent in the state of Nevada, American Prep will offer competitive salaries and benefits with extensive professional development opportunities.

Once qualified staff is in place, formal evaluations will be conducted annually by administration to determine the quality of instruction and services that are being provided. Coaching will be provided during this process to improve instruction and individuals whose performance warrants, will be placed on a Strategic Coaching Plan according to American Prep's staff development policy.

(7) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?



American Prep will provide all-staff professional development prior to the start of the school year on Child Find, classroom interventions, the Multidisciplinary Team, and the purpose of Special Education. The Special Education Site Coordinator will lead small group or one-on-one sessions with grade level teams or individual teachers to discuss the specific modifications to curriculum and instruction that will need to be implemented based on individual student needs.

A member of the MDT will review each IEP with each teacher, collecting signatures from the staff to confirm that there is a clear understanding of the student's disability, needs for services and to discuss ideas for meeting those needs within the classroom. A member of the MDT will evaluate general education teachers both formally and informally on their ability to address the needs of students with disabilities during instruction. Individual feedback from these evaluations will be shared with the general education teachers, and campus administration may recommend additional professional development for specific staff members as a part of this process.

Additional professional development on the modification of curriculum and instruction will be provided by the Special Education Coordinator throughout the school year, as needed. The Special Education Case manager will perform "Specially Designed Instruction Observations" (SDIO) periodically to confirm that the student is in fact receiving the services provided for in the IEP. If there is discrepancy between the SDIO and the IEP, the academic director will make any needed correction to the teacher and another SDIO will be conducted to confirm the student is receiving appropriate Specially Designed Instruction.

All modification of curriculum, accommodations for students and identification of supplemental services are explored in the weekly PLC Meeting and reflected in the RTI documentation and in the final IEP.

(8) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

Discipline of students with disabilities is very specific and carefully protected by IDEA. American Prep follows the prescribed protocols as outlined by Federal Law and further outlined in the SPCSA approved <u>Las Vegas Special Education Guidelines Manual.</u>

Administration, as well as Special Education teachers, will be trained as to the rights of students with disabilities under IDEA. All staff will be made aware of the students that are protected under IDEA through collaboration with the Special Education Coordinator, Administrators and through the student information system (Infinite Campus).

Students with disabilities who have been removed from the school for more than 10 days due to inappropriate in-school behavior according to American Prep's discipline policy will be provided a hearing known as a Manifestation Determination meeting. As a part of this meeting, the IEP team will assemble to determine if the behavior that the student displayed was caused by the student's identified disability. If it is determined that the disability resulted in the student's misbehavior, the student will continue receiving services as prescribed by the IEP and the IEP team will create a



comprehensive behavior plan and conduct a thorough review of the provided services within the IEP.

If the disability was not related to the child's misbehavior, then the IEP team will conduct a review of the child's IEP, including the least restrictive environment and the child's placement. In some instances, the child may receive services in an off-site educational setting according to the least restrictive environment. Additionally, the IEP team may determine that specific students would benefit from homebound services according to health or behavior needs. All placement decisions are made by the MDT, are based upon the child's needs and are intended to improve the child's ability to access grade level content.

(9) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

APA monitors and evaluates the progress and success of students who qualify for special education services in two ways:

Firstly, by reviewing the special education proficiency reports and required federal and state statistical reports sent to the school from the SPCSA and the State of Nevada. These reports are reviewed by the MDT, forwarded to the executive leadership and then to the Board of Directors for review. Plans for improvement are identified and implemented. Where corrections or concerns need to be addressed, the MDT and the executive leadership team will identify required actions for that correction and then report to the executive leadership team who then reports to the Governing Board to seek input and approve plans for improvement. This helps the school stay in compliance with state and federal laws.

Secondly, the multidisciplinary team (MDT) reviews academic progress for special education students weekly in the campus MDT meetings. Students who are not at mastery or who are below grade level are identified and interventions are put into place to make the appropriate curriculum and instructional decisions that will insure their success. Those outcomes are then reported to the executive leadership team and then to the Governing Board at least annually.

Compliance with relevant state and federal laws is managed through the annual monitoring completed by the SPCSA on site. If there are findings of non-compliance in case files, corrections directed by the SPCSA are made and re-submitted for final evaluation.



(10) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?

At the beginning of the academic year, all parents are required to participate in the APA annual "Back to School Night" activities and orientation and the "Celebration of Excellence" event for new and returning families and students. This is when the expectations of parent participation are reviewed and each parent is required to sign an agreement to commit 20 hours of volunteer service time to the school annually. Additionally, parent teacher conferences are held twice a year. APA is an "open school" and we welcome parents to be in the school as frequently as they like in order to have better parent involvement.

APA provides students a Learning Plan Day Planner system in secondary and a weekly Learning Plan for elementary students for tracking all assignment and activity information. This is the primary tool of communication between parents and school and improves parent involvement in their students' educational experience.

(11) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

A distance education learning environment is not being provided. This section does not apply.



## **OPERATIONS PLAN**

- (1) Organization Governance Structure & Board Development:
- (a) Describe how the organization's governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on:
  (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campuses
- 1. As we invite 600 new students into our American Prep family, we will want to make sure that those students and families feel represented on the Governing Board. If they feel it necessary, the board may solicit applications for new members from the new population of families. The Board's roles and responsibilities will extend to represent the families at the new campus, and the new site.

As the school network expands into two campuses, the Board's focus will divert away from physical expansion of the American Prep network and converge onto the staffing needs, culture symmetry, and safety and performance replication at the new site. The Board's trusted management will divert some resources away from American Prep's Sunset campus, such as highly trained, quality teachers and administrators, in order to ensure a successful expansion at a second site. The Governing Board will also conduct half of their meetings at the new site and half of their meetings at the existing site.

- 2. The board may also implement a "representative" structure where certain board members are assigned to specifically represent certain campuses. For example, we may have one board member serve as the "parent advocate" for the Sunset campus and another board member serve as the "parent advocate" for the APA-LV #2 campus. This divides the responsibilities of the board and gives parents a single point of contact to the board.
- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.

Lee Iglody has significant experience in corporate law and finance. As a founding member of the board who was tasked with compliance, he invested the time and effort necessary to master the laws and regulations that apply to Charter Schools. In addition to his study of the law and regulations, he honed his operational and governance knowledge by attending conferences and spending hours in one-on-one meetings with other charter school administrators and board members, as well as the helpful SPCSA staff. Demonstrating his commitment to achieving the highest standard of governance, he has joined the Charter School Association of Nevada (CSAN) board of trustees and is an active member in its planning group. An avid supporter of school choice and the advancement of educational excellence for all students, he is in regular communication with national and local charter school advocacy and educational groups.

**Jonathan Gardner** is the Director of Strategic Sourcing at Caesars Entertainment, managing the sourcing, negotiating, contracting, and procurement compliance of \$200M+ annual facilities, engineering, and aviation spend. Passionate about education, Jonathan has also been a part-time/adjunct instructor at The College of Southern Nevada since 2008 and at other institutions prior. Jonathan is an MBA and has a Bachelor's degree in Statistics with an Emphasis in Actuarial



Science and a Minor in Mathematics. As the American Prep-LV Board Treasurer, Jonathan oversees financial management and procurement compliance for the school. He and his wife, Sara, have three children attending American Prep-Las Vegas 2.

**Rachel Lillian** received her Bachelor of Science degree in Human Development and Family Studies as well as an Early Childhood Teaching Certificate from the University of Utah in 2002. She also received a Master of Education in Teaching and Learning with an emphasis on Learning and Literacy from the University of Utah in 2004. She worked as a First Grade Teacher from 2003-2006 in Utah. She then worked as an Elementary Education Evaluator for Western Governors University from 2007-2009 where she helped students who were working towards receiving their teaching degrees. She is passionate about children receiving the highest quality of education possible and is a supporter of school choice. She began serving on the board for American Preparatory Academy in 2014 and enjoys being involved in education.

**Paris Bayardo** received his Business Administration and Marketing degree from the University of Nevada in 2011. He works as a marketing manager with a specialty in hospice care. In addition, he has built and grown multiple businesses focusing on both marketing support and elderly care. He was not an original board member of American Preparatory Academy, but his passion for education and school choice drove him to American Prep in its first year of operation.

**Ernie Elliott** earned his Bachelor of Arts degree in English, with an emphasis in professional writing and editing, from Brigham Young University-Idaho in in 2003. He received his teaching certificate in Secondary Education from Idaho State University in 2005. He later received his Master's in Education Administration degree from Grand Canyon University in in 2007. He taught secondary English for 3 years; as well as coached middle school and high school sports. He currently works in healthcare administration. Ernie, and his wife Bailey, have 2 sons currently attending American Prep in Las Vegas. He and his family have been involved in American Prep in Las Vegas since day one.

Additional expertise that the board will seek to support the growth plan will include a real estate agent for the purposes of seeking out appropriate property, following through on all due diligence, and ensuring a contract with the seller that fairly represents the governing board. The board will also rely heavily on the EMO to ensure that the new school falls within the financial budgets and projections that the school can support, the architectural design of the new school, choosing a contractor for the project, seeking favorable financing for the project, and marketing and advertising throughout the local community.

(c) Identify any Board development requirements relative to the organization's governance needs at each stage of growth.

Members of the Board have drawn upon the deep well of experience and knowledge of the community of Charter Schools in Southern Nevada, as well as the written material available from SPCSA and CSAN. Each subcommittee chair takes time to further investigate the particulars pertinent to that committee such as employment, finance, compliance, etc. American Prep also draws upon the substantial knowledge and experience of the EMO. Recently, to bolster governance effectiveness, the Board has started sending members to specialized state and national conferences.



The staff of SPCSA has been very helpful in guiding American Prep as it fulfills its mission to the community and its students.

(d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

Attachment 29 includes American Prep's Bylaws. In addition, the board has adopted a Conflict of Interest policy:

American Prep Bylaws, section, 5.2.c, provides: Prohibited Directors. Notwithstanding the above,

- (i) the Board of Directors shall not include more than two individuals who represent the same organization, business or otherwise represent the interests of the same business or organization;
- (ii) a director shall not be an employee of the Board of Directors or the School, including, without limitation, an administrator or teacher;
- (iii) a director shall not be a contractor of the Board of Directors or the School;
- (iv) (iv) if a director serves as a director or as a representative of a nonprofit organization or business, no other director shall serve as a representative of such organization or business or represent the interests of such organization or business;
- (v) the Board of Directors shall not include any two related members (by birth or marriage) at any time; and
- (vi) the Board of Directors shall not consider any director nomination from any contractor of the school, especially and educational management organization.



- (2) Organization Charts and Decision-Making Authority:
- (a) Provide the following organizational charts:
  - Current
  - Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
  - Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

The organizational charts are found in Attachment 16.

Our six-year plan does not include expansion beyond the second campus. Therefore, it is the same as the three-year organizational chart.

The organization charts should represent the all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.* 

Please see Attachment 16.



(3) Describe the proposed organizational model; include the following information:

The school's "Core Business" is Academic Achievement and Character Development for each student. Therefore, the management structure is created to ensure that the Academic Team has the optimal opportunity to carry out their work. The School Principal, Business Manager, and Administrative Director have as their primary objective the task of "clearing the way" for the Academic Program to be implemented at maximum efficacy by the Elementary and Secondary Directors.

(a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as Attachment 12)

See Attachment 12.

(b) Resumes of all current leadership (provide as Attachment 13).

See Attachment 13.

(c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of Attachment 13)

This is not applicable.

- (4) Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
  - a) School leadership;
  - b) School business operations and finance;
  - c) Governance management and support to the Board;
  - d) Curriculum, instruction, and assessment;
  - e) At-risk students and students with special needs;
  - f) Performance management; and
  - g) Parent and community engagement.

We are very fortunate that our school-level leadership team, Rachelle Hulet, Christie Olivieri and Christy Campbell, has prior experience in multi-campus operation. We are also fortunate that our EMO has extensive experience in successful replication of high-performing schools, with eight (8) currently operating schools, and 15 years of experience in operations and replication <sup>13</sup>. American Prep has previously had two concurrently operating campuses in Las Vegas, providing our leadership team experience in dual-campus operation for one year (2015-2016), during our transition to our Sunset campus from our temporary Oakey campus. Because our operations and academic leadership teams were involved in multi-campus operation at that time, they each have

<sup>&</sup>lt;sup>13</sup> See Utah Growth and Waiting Lists



experience in multi-campus operation which will benefit the school as it expands to again operating two campuses.

**Christie Olivieri**, current Principal and future District Principal, has a decade of experience in operations and financial controls, has experience as a teacher in Nevada schools, and has been Principal at American Prep for 3 years, at both our temporary campus (Oakey) and currently as Principal at our Sunset campus. Ms. Olivieri has 10 years of controller experience (outside of education) and 3 years of experience in implementing **financial controls** in a charter school setting. Mrs. Olivieri reports to the Governing Board monthly on topics such as school operations, academic achievements, and financial accountability.

Rachelle Hulet, current Administrative Director at LV1 (Sunset campus) and future Regional Administrative Director (District), was the primary writer of the original charter application (2009-2012), was the original administrator at the Oakey campus (2014-2015) and the lead Administrator at the Sunset campus (2015-present). Mrs. Hulet provides day-to-day school leadership, provides training to staff members, and is the lead administrator with regard to recruitment and community and parent engagement. She oversees student recruitment and enrollment, parent volunteer efforts, and charter school representation to the Charter School Association of Nevada. Mrs. Hulet is responsible for compliance for the school and interfaces with SPCSA frequently. Although she will have assistance in these areas for 2 campuses, she will maintain the primary accountability role for these responsibilities.

Christin Campbell, K-6 Academic Elementary Director, has experience as an elementary teacher (3 years), a in Nevada as Lower Elementary Director (2014-2015), Elementary Academic Director (Oakey campus 2015-2016), and Elementary Academic Director (Sunset campus) 2016-present). In total, Ms. Campbell has 10 years of experience in the American Prep academic model. She will be transitioning to provide District-level support for the elementary academic program for both campuses. As Academic Elementary Director Ms. Campbell oversees curriculum, training, instruction and assessment and will do so for both campuses after the expansion. She will have assistance, but she will maintain the primary accountability role for these responsibilities. Ms. Campbell also oversees the special education program and the services to at-risk students and students with special needs, with support from the certified special education staff.

The leadership team at the EMO has current responsibility for eight (8) American Prep campuses; seven (7) operating in Utah, and one (1) in Nevada. The EMO employs a multi-pronged approach to ensuring capable leadership is placed at each school. The EMO builds school-level leaders from within, and also conducts outside recruitment of solid talent. Regardless of where a new school leader originates (within or without of the American Prep group of schools), intensive training and coaching of school leaders is ongoing. School leaders communicate with the EMO executive management team several times each week, via online meetings, onsite meetings, phone conferences and emails. School leaders meet together with EMO executive leadership monthly to plan, coordinate, and share best practices. The EMO business and finance team is comprised of the following individuals.

- Phil Collins CFO 9 years of experience as public charter school controller
- Brent Burggraaf Accountant 12 years of experience as an accountant



- Connie Sims HR Director 8 years of experience in charter school Human Resource management and compliance with state and federal laws, 18 years of experience in HR
- Carolyn Sharette Board development, legal compliance, policy development 22 years of experience in charter school development, operations and policy management
- Lisa Bennett Compliance 7 years of experience in state and federal charter school compliance, 8 years with American Prep.
- David Sharette School Development led Las Vegas school development from application through school openings (and closing) at Oakey and Sunset campuses.

The EMO has depth of experience with regards to facilities development. The new campus will be the 7th campus designed, built, and financed under their direction.

(5) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 14).

The EMO is responsible for school leader coaching and training. The EMO recruits administrators with knowledge and experience in our core competency areas of academic achievement, character development, and state/federal compliance.

No competencies are available, so there is no Attachment 14.

(6) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

Christie Olivieri is the School Principal/Business Manager and Rachelle Hulet is the Administrative Director and future Regional Administrative Director. They are both integrally involved in interviewing and hiring all staff members. Paris Bayardo, a member of the board, Christin Campbell, the Academic Director, and Meghan Wheeler, the local HR employee are also involved in all hiring decisions.

The campus administrators also facilitate pre-service and post-service training, as well as professional development for all staff members several times per year.

(7) Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?

Christin Campbell, the Academic Director, works closely with the Elementary Directors and the Secondary Director to establish and implement the ongoing Coaching/Mentoring Program for teachers and instructors. She oversees the weekly data collection, data analysis, and generation of weekly academic reports. Ms. Campbell also oversees student discipline, parent conferences, and meetings with parents regarding discipline issues.

The Academic Director receives support from the EMO through weekly and monthly training meetings.



# (8) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

Redundancy is built in through the EMO – they provide executive leadership with many years of experience, training, and mentoring with Academic and Secondary Directors from other campuses.

Having the EMO affiliation, we feel secure in our depth of leadership. Thus far the EMO has provided us with excellent managers and training for our employees as we work to develop our leadership pipeline.



## LEADERSHIP FOR EXPANSION

(1) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

When we expanded from our Oakey campus into our current Sunset campus during the 2015-2016 school year, we ran both campuses while the final phase of our Sunset campus was built. We had exceptional leadership at both campuses. With the planned expansion to the LV 2 campus, we have already been identifying staff who may be good candidates for leadership positions. We are currently cross-training select staff on the K-3rd grade and 4th-6th grade curriculum with the future plan of having these staff take on leadership roles at the new LV 2 campus. Many of these staff members are already in a leadership role such as a Team Lead or Grade Level lead positions at the Sunset campus. By opening a second campus, this will allow more staff members to grow into new leadership positions.

- (2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 15). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- (a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 15) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2018-19 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

Regional Director - Rachelle Hulet, Administrative Director of the current Las Vegas school, will fulfill this position. Mrs. Hulet has been the lead administrator since the inception of American Prep in Las Vegas in 2014. She directed the original (temporary) Oakey campus, led the oversight of the Sunset campus development, was the lead for the consolidation of the two campuses and the closing of the Oakey campus, and currently acts as the day-to-day administrative operations lead for the school. Our title for the position is District Administrative Director. Under Mrs. Hulet's leadership, American Prep has achieved the following:

- 1. Schools have operated within budget and been able to place approximately \$2,000,000 in reserves
- 2. Maintained all compliance items with SPCSA and Nevada DOE
- 3. Achieved a 5-star rating for the Jr. High



- 4. Achieved a 4-star rating for the Elementary school
- 5. Maintained a high student retention rate of 92%, reflecting high parent satisfaction
- 6. Established and maintained a strong board relationship and governance support
- 7. Established relationships with Charter School Association of Nevada (Mrs. Hulet serves as co-chair of School Leader Council Committee).
- 8. Established membership in Nevada Interscholastic Activity Association (current provisional approval).

Please see Attachment 15 for additional information.



#### **STAFFING**

(1) Complete the following table indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

# **Proposed New Campus(es)**

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24		
Management Organization Positions								
Administrative Director	0	0	1	1	1	1		
Elementary Director K-3	0	0	1	1	1	1		
Elementary Director 4-6	0	0	1	1	1	1		
Total Back-Office FTEs	0	0	3	3	3	3		
School Staff	•	_		_				
Add'l School Leadership Position 3 Student Support Services	0	0	1	1	1	1		
Classroom Teachers (Core Subjects)	0	0	20	20	20	20		
Classroom Teachers (Specials)	0	0	3	3	3	3		
Specialized School Staff 1 SPED	0	0	1.5	1.5	1.5	1.5		
Specialized School Staff 2 SLP	0	0	.5	.5	.5	.5		
Teacher Aides and Assistants	0	0	25	25	25	25		
School Operations Support Staff	0	0	1	1	1	1		
Total FTEs at School	0	0	52	52	52	52		

#### Network

Ye	ar 2018-19	2019-20	2020-21	2021- 22	2022-23	2023-24
Number of elementary schools	1	1	2	2	2	2
Number of middle schools	1	1	1	1	1	1
Number of high schools	1	1	1	1	1	1
Total schools	3	3	4	4	4	4
Student enrollment	1600	1600	2240	2240	2240	2240



M						
Management Organization Positions						
District Administrative Director	1	1	1	1	1	1
District Academic Director	1	1	1	1	1	1
Secondary Director	1	1	1	1	1	1
School Elementary Directors	0	0	4	4	4	4
Total Back-Office FTEs	3	3	7	7	7	7
Elementary School Staff						
Principals	1	1	1	1	1	1
Assistant Principals						
Add'l School Leadership Position 1	1	1	0	0	0	0
K-3 Academic Director						
Add'l School Leadership Position 2	1	1	0	0	0	0
4-6 Academic Director						
Add'l School Leadership Position 3	1	1	2	2	2	2
Student Support Services						
Classroom Teachers (Core Subjects)	27	26	44	42	40	40
Classroom Teachers (Specials)	3	3	6	6	6	6
Special Education Teachers	1.5	1.5	3	3	3	3
Specialized School Staff 1 SLP	1	1	1.5	1.5	1.5	1.5
Specialized School Staff 2						
Teacher Aides and Assistants	31	30	52	50	48	48
School Operations Support Staff	3	3	4	4	4	4
Total FTEs at Elementary Schools	70.5	68.5	113.5	109.5	105.5	105.5
Middle School Staff						
Add'l School Leadership Position 1	1	1	1	1	1	1
Jr High Director						
Classroom Teachers (Core Subjects)	12	12	12	12	12	12
Classroom Teachers (Specials)						
Total FTEs at Middle Schools	13	13	13	13	13	13
High School Staff						
Classroom Teachers (Core Subjects)	12	12	12	12	12	12
Classroom Teachers (Specials)	9	9	9	9	9	9
Special Education Teachers	1.5	1.5	1.5	1.5	1.5	1.5
Student Support Position 2 Counselor	2	2	2	2	2	2
Total FTEs at High Schools	24.5	24.5	24.5	24.5	24.5	24.5
Total Network FTEs	111	109	158	154	150	150



#### **HUMAN CAPITAL STRATEGY**

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multisite charter school. Explain key selection criteria and any special considerations relevant to your school design. Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.

### (1) Recruitment

Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.

Recruitment will be managed by the EMO and approved by the board, at the network level. By having recruitment at the network level, administration can ensure that teachers who best fit the needs of the individual students at each campus can be met. American Prep currently uses various web-based search engines to attract top quality applicants. This includes TeachertoTeacher.com, Indeed.com, Glassdoor.com and other nation-wide recruiting websites. For more specific subjects and licensure, the EMO utilizes specialized membership organizations to recruit top candidates. For example, the EMO utilized the American Classical League to post open Latin positions. We will continue to utilize existing networks as well as seek new recruiting tools as we look to expand. With the expansion of a K-6 school, we will continue to recruit top quality elementary staff.

An important aspect of American Prep's current success is providing a roadmap to further the career of existing employees. Many of our best teachers begin as Classroom Instructors (teacher aides) and spend years learning the American Prep curriculum while completing their teaching licensure. As Classroom Instructors typically rotate among teachers, they are able to continually refine their skills and learn from existing teachers while completing necessary requirements for licensure. In addition, American Prep offers frequent coaching and assessment to both teachers and instructors. This continual coaching and feedback helps groom instructors to become new teachers. The planned expansion for the new campus will include a mix of veteran American Prep teachers, new teachers who were previously instructors, and external teaching hires.

#### (2) Leadership Pipeline

Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:



# (a) How the school plans to identify leadership internally and externally;

When identifying potential internal leaders, the EMO will accept recommendations from immediate supervisors, coaching assessments and day-to-day interactions with individuals. With the rigorous staff coaching and the continuous evaluations conducted, by the EMO on the network level, potential leadership candidates are usually identified, observed and noted for future reference should there be an open position.

# (b) Who will be responsible for hiring leaders;

The EMO will be responsible for hiring leaders for the school, under direction of the board. This method allows for a more seamless transition and ensures that new leaders will be trained, coached and mentored by a network level director and will have access to the tools necessary to be successful in their new positions.

# (c) Formal and informal systems that will prepare leaders for their responsibilities;

In the past when hiring new leaders, the EMO creates opportunities for them to shadow seasoned leaders in the position they will fill. Informally, the EMO has paid for new LV leaders to travel to Utah in order to obtain a day-to-day picture of what their responsibilities might be. It helps each new candidate as they hear stories of seasoned leaders to understand the growth that they will obtain in their leadership roles through time, experience, and training.

Formal training is also important in this role. The EMO provides monthly district trainings to all school administrators where they discuss difficulties, special circumstances or just exchange "how-to's" with each other in attempt to improve their role capacities. The Executive Director takes each new leader under her wing and shows them the preferred methods to use when leading.

# (d) The school's philosophy regarding internal promotions;

Here at American Prep, we have found that internal promotions are key to the success of our schools and thus our students' education. We encourage our best and most radiant teachers to apply for leadership roles. We strongly believe that some of the best teachers can and will make influential leaders to the teachers they would be responsible for.

#### (e) The timing for identifying leaders in relation to the launch of a new campus; and,

With the proposed opening of the Las Vegas 2 campus for the 2020 school year, proposed leadership will be identified during the 2017/2018 and 2018/2019 school year. This will allow several years of training and shadowing to occur in order to ensure successful expansion to the new campus. Both internal and external candidates will be considered for leadership positions.

#### (f) Internal or external leadership training programs.

As discussed above, American Prep conducts frequent assessments and provides ongoing coaching to staff members. This allows administration to keep a pulse on the progress of teachers and instructors. This frequent assessment also allows administrators to not only assist those teachers



in need of additional help but also identifies those teachers and staff with leadership abilities. If a teacher is identified as a possible administrator or possess leadership qualities, they are often assigned additional tasks to further refine these skills. For example, there are currently Kindergarten through 3rd grade and 4th grade through 6th grade team leads who lead the weekly staff meeting among elementary staff to discuss student success and ways to assist students overcome any barriers to success.

For internal candidates, current staff would be notified of the potential leadership opportunities and be given the opportunity to interview for the position. If selected, they will receive extensive training and coaching to ensure success as the new campus. Current school leadership, human resources and department chairs from both Las Vegas and Utah are involved in the hiring process to ensure fair assessments of qualified applicants.

### (3) Professional Development

Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.

The EMO currently conducts a week-long training prior to every school year that is mandatory for all new and returning staff. The professional development offered during this training week cover various topics including Direct Instruction, the classical education model, various curriculum and instruction methodologies and other pertinent training for all staff. This training is managed at the network level to ensure consistency and continuity across the American Prep network. The new campus will participate in American Prep's professional development trainings before school begins as well as throughout the school year.

The EMO conducts professional development trainings throughout the year. This allows the EMO to evaluate, implement and take into consideration the needs of all schools in the network. By having a uniform training that incorporates the needs of each campus, this ensures that all campuses are adequately prepared to address various needs presented throughout the American Prep community.

#### (4) Performance Evaluations and Retention

Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?

In addition to providing continual coaching throughout the year, the staff receives yearly performance reviews that is discussed with their Academic Director and School Administrator. The annual reviews are conducted at the end of the school year allowing the staff the opportunity to implement the tips and techniques provided by the academic coaches in the upcoming school year.



Additionally, teaching, instructional and support staff are provided with the opportunity to review staff leadership and administration through an anonymous survey. This allows staff members to share honest feedback and suggestions with the executive leadership team about campus level leadership. These results are shared with the campus level leadership team and plans are discussed on how to implement changes and suggestions or encourage improved practices. By having an open feedback loop, all staff are enabled to continuously improve their techniques and skills.

# (5) Compensation

Explain the board's compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

Under the direction of the EMO and with approval by the board, salary schedules are created during the current school year for the following year. The information used to create the salary schedules are gleaned from a compilation of American Prep's average salaries and the Clark County and Nye County School District salary schedules. These schedules assisted in the process the EMO used to create a competitive salary structure for both Elementary and Secondary teachers.

Salary scales are dependent upon each candidate's education, licensure and years of experience, which assists the administration with a salary range to offer to new employees. The salary for existing employees combines the information from their current salary along with the annual performance review to provide employees with merit-based increases. Annually, employees are also provided with a loyalty bonus that rewards the amount of time they have been employed with American Prep.



#### **SCALE STRATEGY**

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.

#### **Business and Finance Operations:**

• Christie Olivieri - School Principal and Business Manager - both campuses

Mrs. Olivieri will expand her responsibilities to include both campuses. Activities such as purchasing, cash management, AP/AR, asset and inventory maintenance will expand to both campuses under her direction. Additional support by way of hiring an Assistant to Mrs. Olivieri is anticipated.

The EMO Business Department will provide business services and support to Mrs. Olivieri, specifically:

- Mr. Phil Collins Controller
- Mr. Brent Burggraaf Accounting

# **School Operations**

Rachelle Hulet - Regional Director (District Administrative Director) - both campuses

Mrs. Hulet will expand her responsibilities to oversee the operations at both campuses. She has provided oversight to two campuses previously, when the Oakey and Sunset campuses were both in operation.

Mrs. Hulet will oversee the hiring and training of a school-level Administrative Director for the new campus, who will report directly to her. Although we are not ready for a public announcement on the person's name who will fulfill this role, we anticipate that it will be filled by someone who has been in training for this position.

Information about the Administrative Director role at the new campus: The AD at the campus level manages day-to-day operations at the school regarding anything non-academic. This includes things such as carpool development, traffic safety, oversight of front office personnel, school cleanliness and readiness, supplies, staff support, parent involvement and communication, and community outreach.

Mrs. Hulet will continue to fill the role of Administrative Director at the Sunset campus and will oversee the Administrative Director at the new campus.

The EMO Operations Department will provide support to Mrs. Hulet, specifically:

- Mrs. Carolyn Sharette Executive Director
- Mr. Tim Evancich Facilities and Maintenance, Safety and Security



- Ms. Lisa Bennett Compliance and Policy/Procedure development and management
- Mrs. Connie Sims Human Resource management
- Mr. David Blackwell Legal Counsel, Compliance

# **Academic Program Implementation**

• Christy Campbell - District Academic Director - both campuses

Ms. Campbell is currently responsible for implementation of the elementary academic program at the Sunset campus, and her responsibilities will expand to the new campus. She will be responsible for the recruitment, hiring, and training of the academic staff (teachers and instructors), and will have the assistance of the district HR Director (Meaghan Wheeler) and the EMO staff. The EMO will provide support through teacher recruitment (marketing), setting up hiring events, conducting hiring events, and assisting in interviewing candidates. The EMO, Ms. Campbell and Mrs. Wheeler will employ a team approach to hiring decisions and placement of teachers in specific grades. The EMO will provide extensive teacher training for all new staff, and Ms. Campbell will oversee the rigorous day-to-day coaching program for the new teachers and instructors that American Prep employs.

The new campus will be led academically, under the direction of Ms. Campbell, by an Upper Elementary Academic Director and Lower Elementary Academic Director. It is anticipated that these leaders will be recruited from our teacher pool. The Academic Directors at American Prep are always former teachers in our system. We have many strong candidates to choose from. We have identified one of these individuals who will likely assume this role (however we are not ready to announce the name at this time). These individuals will have oversight from Ms. Campbell and the EMO academic leaders, who are very involved in training and mentoring of all school-level employees.

The EMO Academic Department will provide support for Ms. Campbell, specifically:

- Mrs. Jen Walstad EMO Academic Director
- Mrs. Laura Campbell Executive Academic Director
- Mrs. Connie Sims Human Resource Manager

#### **Facility Maintenance, Safety and Security**

The current Operations Director at Sunset, Ron Banks, will expand his duties to both campuses, reporting to Ms. Hulet. Mr. Banks has very capably managed our Sunset campus and the closing of the Oakey campus. He will oversee the facility maintenance staff that will be hired to manage the new facility once it is completed. Mr. Banks also oversees school safety and security, and will do so for both schools when the new school is open.

The EMO Operations Department will provide support for Mr. Banks, specifically:

- Mr. Tim Evancich Facilities and Maintenance, Safety and Security
- Mr. Doug Headlee Facility Support and Special Projects



# (2) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.

Our EMO has successfully scaled their operations to open seven successful and campuses in Utah and one in Nevada (technically two, as we had 2 campuses operating in Nevada for one year)<sup>14</sup>.

From the EMO: American Prep opened the very first campus in 2003 in Draper, Utah which served students in grades K-9th. We experienced great academic success with long wait lists at this campus. We worked to refine the model for 7 years and decided it was time to expand and open a second campus.

In 2009, the EMO opened a new American Prep campus called the "School for New Americans" (SNA) in West Valley City, Utah to serve students in grades K-9th. This school adopted the SNA name because of our efforts to recruit and educate students from immigrant and refugee areas of the community.

After two years of successfully managing two campuses, on almost opposite sides of the Salt Lake Valley, the EMO decided - with the urgency from enrolled students and families, to open a campus that would allow students to continue their education through grade 12, and allow them to graduate from American prep. In 2011, American Prep opened the doors to "The Accelerated School" (TAS), in West Valley City, Utah just three (3) miles west of SNA. This campus was opened to serve students in grades K-12. Students from SNA were able to matriculate to TAS for 10th-12th grades, providing a complete K-12 educational system for our West Valley City families. SNA serves 600 students; TAS serves 1450, so we are providing a K-12 education for about 2000 students in our West Valley City system of schools.

In that same year, 2011, American Prep was named "Charter School of the Year" by the Utah Association of Public Charter Schools (UAPCS).

Waitlist pressure continued to build in the Draper area, and in 2013, the EMO opened the doors to a second school in Draper, Utah, just two (2) miles north of the original campus opened in 2003. This campus is named American Preparatory Academy Draper 2, which serves students in grades K-10 and with the intention of completing the K-12 system in Draper as those 10th graders progressed to graduation over the next 2 years.

With four successfully operating campuses, it was clear the EMO was capable of replicating and scaling their efforts as the waitlist for all American Prep campuses grew to more than 8,000 students in all grades and from all demographics within the Salt Lake and Utah counties.

In May 2013, the governing board of Liberty Charter School in Payson, Utah, approached APS and requested that the EMO to take over their charter school due to low enrollments and failing academic results that had placed the school on turnaround status. The first year the EMO contracted with the school, independent of the other schools (serving Liberty's board). After an

Operations Plan - Scale Strategy

<sup>&</sup>lt;sup>14</sup> See Utah Growth and Waiting Lists



arduous process that entailed changing state law and rule to allow high performing charter schools to assume operation of failing charter schools, American Prep's board was allowed to assume responsibility for the Salem campus and it was adopted into the district.

The EMO successfully filled the existing school's enrollment capacity, worked diligently in evaluating, hiring, and training staff, and brought American Prep's academic and character-building model to this rural Utah community. This campus continues to serve about 500 students in grades K-9 within the southeast part of Utah county.

In 2016, the Utah governing board decided to answer the overwhelming waiting list for kindergartners and asked the EMO to open a Kindergarten Center (KC) in Draper, Utah right next to the first Draper campus. This campus fluctuates in enrollment from year to year depending upon space available and demand.

As the Draper students progressed through the high school years, the need for a dedicated secondary facility became apparent. The Draper 3 campus opened in Fall 2017, serving our matriculating students from the 2 APA Draper elementary schools in grades 7th-12th, completing the Draper K-12 "system", and providing space for all of our students to matriculate through our Draper schools for their entire K-12 education.

The EMO feels that the West Valley City and Draper school "systems" are essentially "complete" and no further expansion is anticipated in the Utah school system. The Liberty campus is a rural campus and it is not anticipated that it will be expanded through 12th grade unless demand changes significantly.

Although our expansions may be slower than that of many charter systems, we feel our replication efforts have been very successful as a result of our willingness to take our time and hold the standard high on quality from day 1 of each school's opening. We spent seven (7) years proving and improving the model before we opened a 2nd school, which we did in the most challenging demographic possible (80% FRL, 60% ELL). We have been committed to providing the full K-12 experience for our students wherever possible, and we have successfully created systems that provide this.

Through the expansion into Nevada, American Prep has been able to begin serving the families of Southern Nevada by offering this classical education model to over 1500 students. Our first graduating class will be this spring (2018). The purpose of the second campus we are seeking is to provide the "feeder" school to support our secondary school in a similar "system" to that which we operate in Draper and West Valley City, Utah. The second campus will solidify our matriculating system for our students. This parallels our efforts in Utah.

(3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.

The fundamental features of our academic school model are as follows:

1. Classical Education



- 2. Direct Instruction pedagogy in skills acquisition areas in the grammar phase
- 3. Small, achievement level groups in the skills acquisition areas of Reading, Math and Spelling
- 4. Core Knowledge Sequence for content areas
- 5. Strong character education, positive behavior-management model emphasizing incentives and student self-management.

Classical education theory is taught to all teachers during the Training Institute week, and also during Pre-Service, and frequently is a training topic at the weekly staff meetings held on Wednesday and Thursday afternoons.

Direct Instruction pedagogy is taught during the Training Institute week, including extensive hands-on practice and feedback in using DI techniques. Direct Instruction data research, history and rationale is also taught in this week (the "why" of DI).

Small achievement level groups are established through student assessment data which is collected in the summer prior to the school opening. Groups are formed from the student assessment data, teachers are assigned and curriculum is ordered based upon the levels needed by the student population. In this way, teachers and instructors can all be trained in the exact levels they will be teaching in Reading, Spelling and Math groups.

Core Knowledge (CK) training is also provided at the Training Institute, and additional CK training is ongoing throughout the year in teacher team meetings. All of the school's curriculum and lesson plans are housed in an electronic "180-day plan", by grade, and this includes all the Core Knowledge lessons. These electronic guides include links to established and effective Core Knowledge lesson plans, detailed for the teachers. A strong support network is set up for teachers to know what to teach, when and even how to teach it in many cases. For example, all 4th grade teachers, district-wide, meet monthly and review the upcoming Core Knowledge units and lessons, and experienced teachers teach the newer teachers about the implementation of the lessons. This is consistent for every grade level. Teaching teams at the campus (for example, all 4th grade teachers) meet together weekly to map out the upcoming week and review curriculum. By administering the same Unit Tests to all 4th graders in American Prep schools system-wide, and by reporting those test results on the weekly accountability form (LPC), we are able to see if teachers are effectively teaching students to mastery on the unit content.

Character education is taught in all grades at American Prep, and is embedded into the classroom procedures and all activities throughout the day. Positive behavior management techniques include incentive-based motivators, game-based motivators, clarity and consistency in expectations school-wide using the CHAMPs program, and systems that reward student self-management.

Through careful hiring, and a rigorous and ongoing teacher training and coaching program, American Prep has been very successful in replication of our schools in Las Vegas so far (the Oakey and Sunset campuses), and we have seen a very high-quality implementation from day one in each of those schools. It is a "formula" that has shown great success here and in their Utah schools, and we anticipate a similar outcome in our new K-6 expansion school.

Please refer to <u>Attachment 20 - Operational Execution Plan</u> for more information.



(4) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.

The EMO contract outlines in detail the services the EMO will provide. Following is a short list that may not be comprehensive of their contract:

- Academic Program Implementation
  - o Training of teachers and instructors
  - Coaching of teachers and instructors
  - o Curriculum Development; Analysis; New Programs
  - Student achievement data analysis, reporting
- HR
- o Recruiting
- o Hiring Process
- o Training and Orientation of all employees
- Business
  - Accounting and Reporting
  - o Budget Development
  - o Contracts
  - o Insurance Consultation and maintenance of coverage
  - o Procurement and Purchasing
  - Compliance
  - Audits support
- Board Governance Support
  - o Meetings facilitation as directed by Board
    - public posting
    - minutes
- (5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in Attachment 19

The school will continue to contract with our EMO for the new campus. Please see <a href="Attachment 16">Attachment 16</a><a href="Network and EMO Organizational Charts">Network and EMO Organizational Charts</a> for the organizational chart of the EMO. The cost of services provided to both schools will be a flat rate assessed per student, as outlined in <a href="Attachment 19">Attachment 19</a>. The governing board will do an annual review of performance and outcomes of staff and students. The EMO will continue to work with the board in creating the school performance plan, which will be executed by the EMO.

(6) Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.



(7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

	Mgmt Org	Network Leader	Board	
Function	Decision- Making	Decision-Making	Decision- Making	Campus Leader Decision-Making
Performance Goals	X		X	
Curriculum	X			
Professional Development	X			
Data Mgmt & Interim Assessments		X		
Promotion Criteria	X		X	
Culture		X		X
Budgeting, Finance, and Accounting	X		X	
Student Recruitment	X			X
School Staff Recruitment & Hiring	X	X	X	X
HR Services (payroll, benefits, etc.)	X	X		
Development/ Fundraising		X		X
Community Relations		X	X	X
IT	X	Х		
Facilities Mgmt	X	X		X



Vendor Management	X	X	
/ Procurement			
Student Support	X		X
Services			
Other operational			
services, if			
applicable			



#### STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

(1) Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

American Prep meets all the mandates from SB208, including ensuring that we provide equal access to interested students and families. We conduct traditional and non-traditional outreach using internet, electronic, paper flyers to surrounding neighborhoods, and notifications in public libraries regarding the opportunities available for enrollment at our school. This will include a strong grassroots effort in going door to door and handing out flyers, published in a variety of languages, targeting those that live within the intended zone. All students attending the Sunset campus also will be offered enrollment at the LV #2 campus. After enrolling any interested Sunset students and siblings, we will continuously recruit students via social media, family communication, flyers, and public notifications, focusing on those communities that are included in the intended zone.

American Prep will be offering a weighted lottery for those families that qualify for the free and reduced lunch (FRL) program. We will look at the average of FRL students from the surrounding 3 local schools. Those students that qualify for FRL may receive admissions preference once our schools' enrollment in FRL is less than 10% of the local average. We also conduct a strictly "blind" enrollment process, wherein we do not require any information regarding income or disability prior to students enrolling online at the school. In this way, we can be certain at-risk or disabled students are not discriminated against in enrollment.

(2) Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison to the school's current zoned schools.



American Prep Las Vegas is committed to recruiting students that reflect the demographic profile of the campuses surrounding the school zones as evident by our current campus enrollment. Strategies to accomplish this include non-traditional local community outreach opportunities through flyers to neighborhoods, billboards that all community members can see, and notification at public libraries. Traditional recruitment includes electronic marketing through email, Facebook, and our website.

Please also see the information included in <u>Attachment 28 - State Accountability Report Card</u> that specifically shows the diverse population of our current school, attesting to the success of our recruitment strategies.

(3) Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and wellconnected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery<sup>15</sup> which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

Our recruitment strategy includes a grassroots effort to enroll local student populations. Although charter schools are schools of choice that accept students from anywhere in the State, we feel it is important to be a positive contributor to the community in which we reside. Establishing partnerships with local businesses and neighborhoods contributes to a positive community. It also increases the number of students that walk to school together, which we think is a healthy student interaction and activity. Increased walkers also reduce school traffic, which tends to be much more cumbersome at charter schools than local public schools.

We implement this grassroots strategy by distributing flyers door-to-door. No one really appreciates construction near their home, however we overcome this initial reaction by inviting the

<sup>&</sup>lt;sup>15</sup> See <u>Colorado Department of Education's Weighted Lottery Policy for Charter Schools</u> for one possible approach in this evolving area of charter school policy.



neighbors to open houses to see the school that will soon be part of their community. We also send out administrators to their neighborhoods with flyers, willing to talk to anyone about our school. We make a significant effort to notify each household located within 2 miles from the charter school according to NRS 386.527. We do this through a significant amount of door-to-door advertising, but also through billboards and posting announcements at local businesses. This effort drastically improves the general attitude toward a school going up in someone's neighborhood. It also increases enrollment from that surrounding neighborhood. Once construction calms down and the school year approaches, we see many people from the surrounding neighborhood excited about the prospect of enrolling in a nearby high-performing charter school.

In Utah, American Preparatory Schools (the EMO) was able to successfully lobby for legislation that allowed charter schools to establish a priority enrollment in their lottery based on an applicant's proximity to the school. The charter school is allowed to choose a radius up to 2 miles from the school at which they can prioritize applicants in the lottery. This additionally helps the school to enroll children in the same zone as the charter school.

After distributing flyers and having interviews and open houses with the local neighborhoods, we will also distribute flyers at the local businesses. We have found success in enrolling diverse ethnic populations by targeting ethnic markets, such as Asian or Hispanic grocery stores.

In order to serve a broad continuum of students with disabilities or economical disadvantages, we will implement a new weighted lottery policy. If our free or reduced lunch percentage is less than 10% of the average of the surrounding schools, we may offer preference to free or reduced lunch applicants.

(4) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

The enrollment schedule will be as follows:

Our online enrollment will begin on January  $1^{st}$ , (just prior to school year with August start date). Online enrollment will be open for 60 days. On March  $1^{st}$ , (just prior to school year with August start date) we will hold our lottery. Future lotteries will be held based on seat availability.

(5) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

Our enrollment target will be to have 30 students in each class for grades 1-6, with 3 classes of each grade. We will also target 4 kindergarten classes with 25 students in each of the classes. This adds up to a total of 640 students. Progress toward this goal is monitored by our Enrollment Coordinator, our Business Development Director, and our Communications Director. Our target reenrollment rate for each year will be 90%. Our re-enrollment percentage from 2016-2017 to 2017-2018 was 94%. The average re-enrollment rate for American Prep's Utah K-6 schools is 89%. We



think that 90% is a healthy, attainable target, although we wouldn't consider correction plans until our re-enrollment falls below 80%.

(6) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

At the start of every school year American Prep has a very rigorous and complex two-week mandatory training program for all teachers and staff members. All information regarding legal enrollment requirements will be disseminated to all staff members. Following the last day of school, we also have a two-day post-service with all staff. All information regarding legal enrollment requirements will be disseminated to all staff member at this time as well.

(7) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

Student recruitment plan will continue and be the same as our pre-opening year, with the exception of the lottery. We will only hold a lottery in the grades that have open seats. All vacancies will be filled from the waiting list or from a new lottery.

- (8) Complete the following tables for the proposed school to open in 2018-19. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2018 and fall 2019.
- (a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

Grade Level			Number o	f Students		
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	0	0	0	0	0	0
K	0	0	90	90	90	90
1	0	0	75	75	75	75
2	0	0	75	75	75	75
3	0	0	75	75	75	75
4	0	0	75	75	75	75
5	0	0	75	75	75	75
6	0	0	75	75	75	75
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0



11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	0	0	540	540	540	540

# (b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number o	f Students				
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	0	0	0	0	0	0
K	0	0	100	100	100	100
1	0	0	90	90	90	90
2	0	0	90	90	90	90
3	0	0	90	90	90	90
4	0	0	90	90	90	90
5	0	0	90	90	90	90
6	0	0	90	90	90	90
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	0	0	640	640	640	640

# (c) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Grade Level	Number o	Number of Students					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Pre-K	0	0	0	0	0	0	
K	0	0	104	104	104	104	
1	0	0	99	99	99	99	
2	0	0	99	99	99	99	
3	0	0	99	99	99	99	
4	0	0	99	99	99	99	
5	0	0	99	99	99	99	
6	0	0	99	99	99	99	
7	0	0	0	0	0	0	
8	0	0	0	0	0	0	
9	0	0	0	0	0	0	



10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	0	0	698	698	698	698

- (9) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- (a) Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

As our current school is a K-12, we plan to open an elementary school to feed into our current secondary school grades. Our EMO has opened 8 schools of different sizes and has found that a 640-student school is within an optimal size range for our elementary academic program. A smaller size does not provide the number of levels that we need for reading, spelling, and math, and a larger size is not optimal from an administrative standpoint or for ensuring that all students' academic needs can be followed weekly.

For our planned enrollment, we will have 3 classes per grade across grades 1-6 and 4 classes for Kindergarten. We place a teacher and a paraprofessional in each classroom. That means, for example, that for K-3 there are 370 students, 13 teachers, and 13 paraprofessionals. For reading, math, and spelling, we also hire approximately 10 additional, hourly "groups teachers." That gives us 370 students to 36 teachers during core subject instruction. By dividing our classrooms into smaller groups, and by building "breakout" rooms in our buildings, we are able to teach, for example, 36 different levels of reading during lower-elementary reading time. That means that a 1st grader could be in a reading group with beginning Kindergarteners or with advanced 3rd graders. Each small "break-out group" is also a small class size of around 10 students.

(b) Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

This section does not apply.



#### **BOARD GOVERNANCE**

(1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

The governance philosophy that guides the board is that the board's responsibility is to ensure that APA-LV accomplishes the student outcomes for which it was chartered through robust oversight of the school management, and to make sure that the school is in compliance with all required parameters. Key stakeholders include the EMO, the parents and the SPCSA. The EMO is responsible for all aspects of the day-to-day management of the school. The parents are responsible for parental involvement, including a daily assignment tracker that must be reviewed and signed by a student's parents every day. The SPCSA is responsible for supporting the governing board in implementing all aspects of their charter.

The board holds regular meetings that are publicized to parents in weekly newsletters. Parents are invited to attend and address the board at any meeting. Parents are also invited to communicate needs at any time with the board through the parent advocate who is serving on the board. The parent advocate's email address is published in the Parent-Student Handbook, and also is published in the weekly school newsletters periodically throughout the school year.

(2) Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

Our current governing board is comprised of five (5) members, and it is anticipated that the board composition will remain the same with two campuses operating under their direction and accountability. The board requires monthly accountability reports from key staff and the EMO, and will continue to do so, specifically from Christie Olivieri, the Principal for both campuses, and Rachelle Hulet, the current Administrative Director at the Sunset campus and future Regional Administrative Director. The board also conducts an annual EMO review, and will continue to do so, adding the second campus to the annual review metrics for performance. All governing board members are also parents of students at the school.

(3) Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of Attachment 17). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.

Please see Attachment 17



(4) Provide, as part of Attachment 17, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.

#### Please see Attachment 17

(5) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?

American Prep Bylaws, section, 5.2.c, provides: Prohibited Directors. Notwithstanding the above,

- (i) the Board of Directors shall not include more than two individuals who represent the same organization, business or otherwise represent the interests of the same business or organization;
- (ii) a director shall not be an employee of the Board of Directors or the School, including, without limitation, an administrator or teacher;
- (iii) a director shall not be a contractor of the Board of Directors or the School;
- (iv) (iv) if a director serves as a director or as a representative of a nonprofit organization or business, no other director shall serve as a representative of such organization or business or represent the interests of such organization or business;
- (v) the Board of Directors shall not include any two related members (by birth or marriage) at any time; and
- (vi) the Board of Directors shall not consider any director nomination from any contractor of the school, especially and educational management organization.

#### Please see the complete Conflict of Interest Policy

(6) Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

We do not know of any existing, nor do we expect any actual or perceived conflicts regarding the expansion.



(7) Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?

The board was founded in 2012 as the "committee to form the school." The board consisted of five members. Two of the original members are still on the board, including the chairman. When board members resigned, replacements were found pursuant to our bylaws. Notifications were sent out through the parent newsletters. Parents interested in serving on the board submitted resumes to the board and the board voted on replacement members. The board currently consists of 5 board members. The board proactively manages governance and succession by identifying members that plan on leaving the board in advance of them leaving, and procuring a suitable successor, ideally before the member vacates the board seat. The governing board carefully procures new members according to statutory requirements. The board has always, and will always, include members that align with Nevada statute.

The APA-LV governing board has looked to other large, multi-site charter school governing boards to emulate, including other "American Prep" branded charter schools. The current board has received training from nationally-renowned charter school board experts, such as Brian Carpenter. Additionally, the APA-LV board members attend local and national annual trainings through CSAN and the NAPCS. The APA-LV governing board is able to stay apprised of Nevada and national policy updates through these associations.

American Prep governing boards also have the advantage of being unofficially associated with each other. In 2017 and in years prior, APA-LV board members traveled up to Utah to tour the Utah APA-LV schools and meet with the Utah administration and governing board members.

The governing board will continue to develop over time by continuing the above-mentioned relationships with national charter school leaders, governing board experts, local and national associations. The board will continue to seek highly qualified members of varying backgrounds that are passionate and knowledgeable about public and charter education in the State of Nevada.

(8) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Upon appointment to the governing board, and within the first six months of appointment, a new board member is expected to familiarize themselves with the board's bylaws, the school's charter,



and the Nevada statutes surrounding charter school governance. In addition, new board members are encouraged to visit other American Prep schools and governing board meetings. The EMO is willing to pay for travel for this type of board training. Also, on a semi-annual basis, the governing board seeks out a formal on-site training from national experts, including Brian Carpenter. Ongoing annual development includes attendance at CSAN and NAPCS conferences.

Specific topics that are addressed in the above-mentioned training and ongoing development include:

- Nevada law surrounding charter schools
- Proper charter school governance
- Holding an EMO accountable
- Interacting with parents
- Academic performance metrics
- Governance vs. management of a school
- Legal exposure and risk aversion related to governing a charter

Participation as a board member in scheduled on-site trainings from renowned experts is expected. These types of trainings are scheduled to accommodate all board member's schedules. Attendance at an association conference is encouraged. Participation at monthly board meetings are expected, and if a board member is regularly unavailable for board meetings they may be asked to resign.

(9) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

The governing board members are all parents of current APA students. These members frequently visit the school to talk with teachers and administrators, and most of them are at the school almost daily on behalf of their children. The board members know a majority of the staff - operations, academic, and financial - on a first-name basis. Board members have the habit of discussing items of interest with staff members when they are onsite. The governing board holds accountable the EMO for all academic, operations, and financial performance at the school. If there is a shortfall in any of those areas, the board members do not discuss it with an individual staff member. They discuss it with the EMO. Therefore, the relationship between the board members and the staff is very amicable.

Regular reports that are and will continue to be provided to the board include:

- Financial reports (at least quarterly)
- Academic reports (monthly)
- Operations reports (at least quarterly)
- Enrollment reports (when necessary)

Any other reports are provided upon request by the governing board.



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

No advisory bodies or councils are necessary regarding the new campus as the board members are managing this process directly.

(11) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

We ask all of our families to follow our Communication Policy, (please see below), as found in our Parent/Student Handbook. This directs them to bring their questions or concerns to the person who can best address them.

# **Channels of Communication**

Members of the American Preparatory Academy community who have a question, concern, feedback, or a need for information will identify the person best able to answer their question or concern or most logically to hear their feedback and will approach that person in a positive manner. We have established a clear communication channel through which we invite you to bring any concerns or questions you may have. The persons listed are in order of those you should address your concern to first, next, etc.:

Academic, Behavioral, or other Concern, K-3

- 1. Child's Classroom Teacher (even for groups issues) firstname.lastname@apavegas.org
- 2. Elementary Director Christy Campbell -christy.campbell@apavegas.org
- 3. Administrative Director Rachelle Hulet rachelle.hulet@apavegas.org
- 4. Parent Advocate parentadvocate@apavegas.org

Academic, Behavioral, or other Concern, 4-6

- 1. Child's Classroom Teacher (even for groups issues) firstname.lastname@apavegas.org
- 2. Academic Director Christy Campbell
- 3. Administrative Director Rachelle Hulet rachelle.hulet@apavegas.org
- 4. Parent Advocate parentadvocate@apavegas.org

Special Education Concern, K-3

- 1. Child's Classroom Teacher first name.last name@apavegas.org
- 2. Elementary Director Christy Campbell christy.campbell@apavegas.org
- 3. Special Education Case Manager Dusty Masuch dusty.masuch@apavegas.org
- 4. Special Education Director Joan Oz joz@apamail.org
- 5. Executive Director Carolyn Sharette csharette@apamail.org



6. Parent Advocate - parentadvocate@apamail.org

Special Education Concern, 4-6

- 1. Child's Classroom Teacher teacher's first initial.lastname@apavegas.org
- 2. Elementary Director Christy Campbell christy.campbell@apavegas.org
- 3. Special Education Case Manager Anthony Olson Anthony.olson@apavegas.org
- 4. Special Education Director- Joan Oz joz@apamail.org
- 5. Executive Director Carolyn Sharette csharette@apamail.org
- 6. Parent Advocate parentadvocate@ apavegas.org

#### Facility or Safety Concern, Carpool

- 1. School Secretary Faun Nelson faun.nelson@ apavegas.org
- 2. Operations Director Ron Banks ron.banks@apavegas.org
- 3. Administrative Director Rachelle Hulet rachelle.hulet@ apavegas.org
- 4. Parent Advocate parentadvocate@ apavegas.org

For example: If a parent has a question related to instruction or that relates to the classroom in any way, the classroom teacher should be the first person to whom the parent would go seeking information or resolution. If the parent does not feel their concern has been resolved by the teacher, they should ask the teacher for a meeting with an Administrator. If the parent desires, they may ask the school secretary for an appointment with the Director directly if they feel their concern would best be addressed at that level and they have already tried to address it with the teacher and are uncomfortable asking the teacher for an administrative conference. If the parent feels the Director has not sufficiently resolved their concern, they may bring their concern to the parent advocate member of the Governing Board. This may be done by emailing: parentadvocate@apamail.org.

If a member of the community is unclear who the best person is to answer their question or concern or hear their feedback, they may ask a member of the administrative staff, beginning with one of the school secretaries.

(12) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Board members can be removed from the board, by majority vote of the board members, for:

- failure to attend meetings,
- for receiving a felony conviction,
- for conflicts of interest that the Board deems to be in violation of board by-laws, state laws or regulations, or charter school best practices
- for acting on behalf of the governing board, in writing or spoken word, without proper dispensation from the governing board (preferably by vote) to do so



Goal	Purpose	Outcome Measure
Understand role as fiduciary of public school and how policy governance model facilitates successful achievement of fiduciary duties	Ensure fiscal management and compliance utilizing a policy governance model	Board policies developed and instituted that result in annual audits which reflect sound financial management
Understand role as compliance officers of public school and how policy governance model facilitates successful achievement of compliance requirements	Ensure compliance of public institution with state and federal regulations utilizing a policy governance model	Board policies developed that result in annual compliance with state and federal regulations
Understand Open Meeting Law and requirements for transparency for public schools	Ensure compliance with open meeting law and transparency requirements	All meetings of the Governing Board comply with Open Meetings Law and all transparency requirements are fulfilled.
Understand role as responsible party to implementation of the school's charter and how policy governance model facilitates successful achievement of academic goals	Ensure successful fulfillment of the school's charter with regard to academic outcomes	School meets academic goals and standards as outlined in charter
80% meeting attendance annually	Ensure smooth operation of board by having a quorum at meetings to accomplish school business	80% meeting attendance as recorded in meeting minutes



#### **INCUBATION YEAR DEVELOPMENT**

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year to ensure that the school is ready for a successful launch in fall 2020. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 18.

# See <u>Attachment 18 – Incubation Year Planning Table</u>

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

The 3 leadership positions that will be needed to be filled for the new campus are Campus AD (Administrative Director), Upper Elementary Academic Director (UEAD), Lower Elementary Academic Director (LEAD). These will be EMO employees. The EMO has very high standards for the school leadership positions. 100% of the academic school leaders they have placed in schools have been former teachers in the American Prep system and have received extensive training prior to their placement in an administrator position. We are confident that our talent pool is deep enough in our current Las Vegas school, and with the resources of the EMO, that experienced and talented administrators will be chosen to implement the academic program at the expansion campus.

(3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

These duties fall to our EMO, which has a breadth of talent and replication experience to apply to this expansion. The EMO is not currently expanding elsewhere, nor are they planning to expand in Utah in the future. This elementary school is the completion of our school "system" here in southwest Las Vegas, meaning that the 2 schools complete a "feeder system" which allows all the students who wish to complete their K-12 education at the schools. We are confident in the capacity of the EMO to successfully launch this K-6 school without difficulty.



#### **SCHOOL MANAGEMENT CONTRACTS**

If the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO), please explain that this sub-section is "Not Applicable" and skip to the next subsection.

We will maintain our current EMO relationship. This section is not applicable.

- (1) How and why was the EMO selected?
- (2) Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- (3) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- (4) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- (5) Please provide the following in Attachment 19:
- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;



- (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
- (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
- (6) Provide a brief overview of the organization's history.
- (7) List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- (8) Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- (9) List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school



personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.



#### **SERVICES**

(1) Provide, as Attachment 20, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

#### See Attachment 20

(a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

Most of the transportation services are of nominal expense to the school. If the school were to need to transport a special needs child, we would be required to update our operational budget and pay for this from existing budget funds as there is no transportation funding available to charter schools at this time.

(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

The NSLP program should be a break-even program and we do not anticipate that it will require additional funding.

(c) Facilities maintenance (including janitorial and landscape maintenance)

The facilities maintenance costs currently are included in our annual operational budget, in a few different places in the budget. Some facilities maintenance costs are outlined in line items: "Outside Services/Operations", "Building Maintenance", "Landscape Contracts", "Custodial Contracts" and "Building Improvements" line items. We anticipate the same budget model will be used for the second campus.

(d) Safety and security (include any plans for onsite security personnel)

Safety and security will be maintained through school policy and procedure and implementation of our emergency management plan. We do not anticipate having dedicated onsite security personnel, however we will have a Technology Support person and Facility Support person, both of whom will provide facility security support. The salaries for these individuals are included in our school human resource plan in the "Operation Salaries" line item of our budget.



(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

The technology infrastructure and support mechanisms that will be implemented at our proposed expansion site will be similar to what we currently have at our Sunset Campus. Following is a description of our technology infrastructure at our Sunset campus, and what we plan to replicate at the new campus.

Data enters the school through both cable and telephone lines that provide data for our voice-over-IP (VOIP) phone system and internet access. Data feeds into one router that is then channeled into five switches that provide wired internet access. We have thirty (30) internet hot-spots installed throughout the facility that provide wireless internet access and network access throughout the school and we anticipate a similar set-up at the new campus.

We have a total of eight servers that run our video surveillance, access control, computer access, telephone system, audio sound system and file storage. They are stored in a secure computer room with air-conditioned climate control and backup power supply.

We have four wireless networks, and all four wireless networks are password protected and passwords are updated and changed periodically to ensure network security. The student wireless network has very limited access, and only to those sites and programs that are approved by administration and which fall in line with our School Information Network Acceptable Use Policy. This policy is provided to all users and parents and is signed by all families upon enrollment. It is also signed by all staff members. Students are assigned school email addresses with cloud storage by the IT Director.

Our telephone system connects all of our offices and also allows all teachers to receive real-time emails of any voicemail that is left throughout the day. It is also connected to our audio sound system allowing 2-way communication with every classroom.

All teachers have been issued a laptop computer and Apple TV to use in their classrooms along with wireless microphones that connect to speakers installed in each room and receive initial and ongoing training in the use of technology tools. We currently use MAC OSS to manage and update all settings on staff computers. Only the technology director and one support staff member have access to the administrative accounts on the computers to provide security for the network. Staff are also assigned school email addresses with cloud storage by the HR Director.

We have a total of eight portable lab carts that each house 33 laptop computers which are used school-wide for classroom use as well as for state assessments.

All technology components are inventoried, updated and maintained by our Technology Director.



(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

We are currently using Infinite Campus to manage student information for our 1550-student Sunset Campus. Our Technology Director, Dan Rivera is an expert on the IC system, being a former teacher who used the system extensively from the classroom perspective and managing the school-wide implementation for us for the past year. Mr. Rivera provides training and support to all teachers and staff members on the IC system. He manages the data and he monitors to ensure the system is being fully utilized and correctly maintained. Mr. Rivera will train a campus Tech Support person (yet to be hired) for the 2nd campus and ensure he/she is fully trained and able to assist teachers and staff at the new campus in using the IC system fully and correctly.

We currently have three (3) staff members that input data into the IC system. This will expand to four (4) staff members, once the new campus is open. These personnel receive all required documentation from the students and parents and enter it into IC accordingly. Regular data checks are done to ensure student enrollment information is not duplicated or inaccurate.

All teachers are trained in using the Campus Instruction portion of IC. Grades are entered in and updated weekly by teachers and academic administrators. The academic team and secondary director reviews all data to ensure that is is accurate and complete. Our Technology Director also monitors academic reports.

#### Staff members who enter data:

- Tech Director (Mr. Rivera) Project Manager for Infinite Campus
- Data Input: Stacie Gibson, Fawn Nelson, Cindy Mayo
- (4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

American Prep takes very seriously the data privacy laws and rules that our federal and state governments have enacted. Our practices appropriately protect student data and limit access to it as required. Under the lead of the Administrative Director (Mrs. Hulet) and the Technology Director (Mr. Rivera):

• Teachers and staff members all receive annual training to ensure they understand which data must be protected and how to protect it within the practices of the school. All staff



members that leave employment of APA will immediately lose access to all building and network access, including email, computer files and student files.

- All protected data is kept in school data repositories with permissions only provided to staff
  members on an "as needed" basis. All online information is backed up nightly on our
  network protected servers. All protected information including staff files, 504 files and
  Special Education files will be kept in an administrative office in a locked filing cabinet with
  limited access given to Administrators and the Special Ed directors.
- Administrators (Mrs. Hulet and Mr. Rivera) institute email practices and train staff on those practices to ensure that privileged information is not disseminated inappropriately.
- SPCSA and DOE will be given adequate access to Infinite Campus as well as all physical files for auditing and reporting purposes.
- All information is backed up on our secured servers as well as on a secure cloud account. Recovery of information would be easily accessible.



### **FACILITIES**

(1) Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.

Facilities acquisition or construction is a very challenging aspect of charter school management. As funding is not provided for charter schools to construct a new building prior to their first year of operation, we have been very creative in finding affordable and adequate spaces for our academic model. In Las Vegas, we began our first year of operation at an existing facility on 6000 W Oakey Blvd. This facility was rented previously by a charter school, so we were fortunate to find a place that already had classroom spaces. We spent a few hundred thousand dollars on renovations to make restrooms more accessible and to add portable classrooms. We benefited tremendously from a willing EMO partner to assist the school in financing and planning these renovations.

The EMO, American Preparatory Schools (APS) has managed the opening of 8 charter schools and is very experienced and knowledgeable on the type of space needed to run the unique academic model of the American Prep schools. In addition to having deep facility development experience, the EMO has contacts in the construction and financing realm that were willing to extend to our school favorable rates using the EMO's reputation and guarantee. The EMO's contacts were willing to finance our current Sunset campus and get it constructed in time for our second year of operation for the 2015-2016 school year.

The EMO encountered delays in the construction process for the Sunset campus. Although the EMO has had significant experience building charter schools in Utah, their construction experience at that time was limited to Utah. Delays were encountered at Clark County related to the permitting process. These delays were initially what caused American Prep to implement a contingency plan. They located the 6000 W Oakey Blvd. building for our first year of operation for the 2014/2015 school year, when it became clear that a contingency plan would be needed as the new facility would not be constructed in time. The first phase of our newly constructed Sunset campus was completed in time for our second year and was able to accommodate 1,000 students. As the second phase of the Sunset campus was being completed, we continued to rent out the Oakey location and served 400 students that would later transfer, in our third year of operation, to our current 1,550-student Sunset campus.

Other delay experiences that the EMO has experienced include a significant delay in Draper, Utah in the fall of 2017. Again, a solid contingency plan was important to ensure that the school could open on time and operate until the facility was completed. A land dispute at the Draper 3 High School delayed the construction by about 2 months. The EMO contingency plan included dividing the 550 7-12th grade students by grade levels, and placing them into several of the other American Prep schools for a period of 2 months, until the new school facility was completed. The EMO also filled their office space with classrooms for some of these students. This delay was challenging, but the



EMO contingency plan successfully provided a solution to educate all of the students in existing school and office space at no additional cost to the school.

We have come to learn that delays and complications with construction are to be expected, and that contingencies must be in place and adequate time given to prepare to open a new campus, as it is a monumental task. This is one of the reasons that we are applying for a new expansion so far ahead of time. We must begin the planning and permitting process no later than Summer of 2018 in order to have a completed facility by Fall of 2020. If this application is approved, the EMO will have more lead time on this project than they have ever had on a project and we feel confident in the timeline. However, a contingency plan will be developed in any case.

(2) Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

The EMO, American Preparatory Schools (APS), is responsible for acquiring school facilities. APS has procured property options for the American Prep schools in Utah and Nevada. APS has on retainer an architect that has designed many of the American Prep schools. The architect, the management organization, and the school board will participate in finding a location for the proposed Las Vegas 2 campus. The board will ultimately decide where to build the new campus.

APS has been willing to provide to the school funds if funds are needed before finding suitable financing. For example, APS provided a \$100,000 loan at 0% interest to cover FF&E and curriculum items prior to American Prep Las Vegas' first year of operation at the Oakey campus. APS has articulated a willingness (and has already begun) to contribute to start-up costs related to finding property for the second campus.

APS has begun seeking out financing for the second campus. Certain institutions with whom they have developed relationships are willing to loan American Prep schools needed funds to construct a facility based on the reputation and guarantee of the management organization. Multiple institutions and financing options are currently being vetted by APS.

The outcome of the Sunset campus financing structure resulted in the school being purchased by the school's foundation, APEF, in year 3 of operation, utilizing tax-exempt bonds, in November 2017. The foundation was able to purchase an additional 5 acres for the school's use, as well as refinance the debt resulting in an annual lease payment to the foundation that is 17% of the school's total expenditures, which is a very competitive arrangement and benefits the school greatly. The management company has no further interest or involvement in the Sunset school facility, as their goal was to secure for the school a long-term facility arrangement that is financially advantageous to the school. It is anticipated that a similar arrangement will be developed for the expansion campus.

For the expansion campus, when the expansion application is approved, and financing has been identified, the chosen property will be placed under contract while due diligence items are



thoroughly vetted. At the same time, architectural drawings will be completed and construction bids will be sought. The governing board of the charter school will ultimately decide on the property, financing, building plans and contractor.

The maintenance of facilities will be the primary responsibility of the local American Prep Las Vegas Operations Manager Ron Banks (American Prep school employee), with support from the management company's Operations Director (Tim Evancich), whose primary office location is in Utah, but who travels frequently to Las Vegas to oversee projects. We anticipate that we will also hire a full-time staff member as the Operations/IT Manager for the Las Vegas 2 campus. This would be a consistent model that APS has employed across all of their schools and is accounted for in the budget found in Attachment 21 - Budget and Attachment 22 - Financial Plan.

- (3) If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, please provide:
- (a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4
- (b) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5
- (c) A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet as Attachment 6
- (d) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7
- (e) A copy of the Certificate of Occupancy at Attachment 8
- (f) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as Attachment 9
- (g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10

We intend to purchase land and construct a building, so this section is not applicable.

(4) If a proposed facility has not been identified or the proposed facility requires any construction or renovation prior to the commencement of instruction, please provide:



(a) Either a discussion of the desired community of location and the rationale for selecting that community <u>AND</u> an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 4 **OR** the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4

Our EMO is currently reviewing property and intends to purchase land and construct a building.

(b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 5 **OR**, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5

The school will submit the documentation required for review and approval in compliance with NAC 386.3265.

(c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 6 **OR**, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet <u>AND</u> an assurance that the school will submit final documentation in compliance with NAC 386.3265 as Attachment 6

We intend to acquire property and construct a building. Please see Attachment 6.

(d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 7 OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7

The school will submit the documentation required for review and approval in compliance with NAC 386.3265.



(e) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 8

Please see <u>Attachment 8</u> for a construction plan and Gannt chart. The school will submit the documentation required for review and approval prior to acquisition of any facility in compliance with NAC 386.3265.

(f) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 9

The school will submit the documentation required in 4(f) for review and approval in compliance with NAC 386.3265

(g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10

The school will submit the documentation required in 4(g) for review and approval in compliance with NAC 386.3265.

(5) For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.

American Prep's current plans include operation at the current Sunset facility, and the expansion to the future facility mentioned in this application. A two-school network with an Elementary school and a K-12 has seemed to work well as a charter school model in other cities, such as Draper, Utah and West Valley, Utah. Demand for the American Prep model will be the primary factor for expansion, but we know that we are not capable of successfully expanding our model at a rate that the demand may justify. We have no plans to expand in the future.



(a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.

The EMO is responsible to secure the facilities

(b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 8. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 9.

The school will submit the documentation required in 5(b) for review and approval in compliance with NAC 386.3265

- (6) Please include the organization's plans to finance these facilities, including:
- (a) Total project cost for each facility

We anticipate land acquisition to cost around \$3,000,000 and the construction cost to be around \$10,000,000. This is based on current market rates for viable properties, and historical construction costs for a 45,000-50,000 square foot American Prep school increased for inflation and construction market costs. We also assumed in our budget another \$1,000,000 in costs for a total of \$14,000,000 in the project budget to pay for furniture, fixtures, and equipment, financing cost, and to account for conservatism in budgeting.



### (b) Financing and financing assumptions

The financing assumptions evident in our budget found as <u>Attachment 22</u> are based on current market rates and recent charter school financings. We have researched recent charter school financings to find out current market rates. These can fluctuate widely depending on a charter school's reputation and perceived credit risk. For example, we discovered a recent charter school financing in Texas at the following rates: 4.5% for the first 18 months, 5.5% for the next 3.5 years, and 7% for the next 25 years. This is a more favorable example of financing for a start-up charter school. These types of escalating financings are typical with charter schools because charter schools typically source more favorable long-term financing after the first few years of operation. This would be the plan with our new campus as well.

Another example is the financing that APS recently secured for a school in Utah. Through a large bank and an additional secondary investor they secured a rate of 4.625% on 80% of the financing and a rate of 8% on the remaining 20% of the financing for a term of 7 years. This equals out to a blended rate of 5.3%. We used more conservative assumptions in our attached budget than those in the example above, because the example above is for a Utah American Prep school, which has a longer track record and a much larger network than our Nevada American Prep school. For our 2nd Nevada campus we assumed that the rate for our first 1.5 years would be 5% and the rate for the next 3.5 years would be 5.5%. This equals out to a blended rate of 5.35% but at a term of only 5 years. We believe that we will easily be able to refinance through a bond after 2-3 years of operation at favorable long-term interest rates, since we have already bonded in the past with our current Sunset building. Although our management company cannot guarantee rates we have discussed here, we are confident that we are "in the ballpark" with these currently available rates, utilizing the track record of the management company to secure them.

## (c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole

Authorizers often recommend a facility cost that constitutes a burden of less than 25% of the total expenses of the school. The initial rate for a school is usually higher than the long term rate. Our Sunset campus has a facility cost that represents 17% of our expenses and our proposed 2nd campus has a projected facility cost that represents 21% of total expenses. The overall rate for the network will be 18%, and we expect this to slightly decrease after the 2nd campus enters into a long term bond financing after 2-3 years. The Utah American Prep network has a blended rate of only 13%, with the original American Prep school having a rate of only 6% (see <a href="Attachment 31-Utah Facilities Cost">Attachment 31-Utah Facilities Cost</a>). This is a good representation of how the rate decreases over time, as credit risk decreases and as the principal of a building is paid off. American Preparatory Schools will continually seek appropriate refinance opportunities that can bring the cost of the facility down over time.



The total annual projected facility cost for our 2nd campus amounts to \$1,005,862.26, and for our Sunset campus is \$2,003,971, totaling an annual network cost of \$3,009,833.90. The maximum facilities cost that the financial model would be able to tolerate would be 25% of total expenses, which amounts to \$3,620,087; however to tolerate such a high facilities expense would require our financial model to adjust resources from staff expenses to facilities costs, which is undesirable especially for our academic model and so there is great motivation to keep the facility costs as low as possible.



#### **ONGOING OPERATIONS**

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

Types of security personnel - Mr. Ron Banks, Security and Operations Director, Craig Jex, Emergency Response Commander, Safety Support (operations assistant). We will employ these same types of security personnel at the new campus.

Technology and Equipment - Cameras (interior and exterior) that include audio and video recordings for up to 21 days, computerized access control including electronic fobs and manual keys, monitored security system, including 3 access panels. Integrated fire alarm and sprinkler system.

Policies - We will use our emergency management plan as a template for the new campus, making adjustments as necessary to align with the unique aspects of the physical campus.

Primarily Responsible: Ron Banks, Security and Operations Director

We do not anticipate contracting with the local school district for school police services.

The school currently communicates with local law enforcement and public safety agencies via our Emergency Response Commander (Craig Jex). He meets with and coordinates with them and established communication procedures. Local law enforcement has an arrangement to use our Sunset facility for training, which also provides them great familiarity with our facility, and the opportunity to provide input with regard to our safety plans. Mr. Jex's responsibilities will expand to the new campus as well, in an oversight and training capacity to the staff at the school.



(2) Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

The types of coverages that will be secured for the new expansion will likely not change much since the scope of school's operations will not be changing. However, the increase in student count and the addition of a new campus call for a reassessment of adequate levels of insurance. After careful consideration and discussion with APA, we have a plan to incorporate the proper insurance policies, coverages and limits which we feel are more than adequate given the schools. size, scope of operations and other risk factors. We have also taken into account what similar organizations have done to address these risks in the Nevada market as well as surrounding states. These coverages and limits are outlined in <a href="https://example.com/Attachment 26">Attachment 26</a> for your review.



### **FINANCIAL PLAN**

### **Financial Systems and Processes**

Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

Accounting will primarily be a responsibility of the management company's accounting team, which consists of our Business Manager, Phil Collins and his Senior Accountant, Brent Burggraaf.

Day-to-day school-level accounting functions such as accounts payable, accounts receivable, purchasing and cash management will be conducted under the direction of the School Principal, Christie Olivieri. Purchasing is managed from the school level by a Purchasing Manager and the School Principal, providing multiple checks and balances with regard to issuance of PO's and implementation of the purchasing process which is accomplished based upon school financial policies and procedures.

Budgets are established collaboratively at the beginning of the year by the finance team, the school Principal, Mrs. Olivieri, and the Administrative Director, Mrs. Hulet. The expansion campus budget will also be established by this team. A purchasing plan will be developed based upon the budget and items will be purchased within school purchasing policies. As school staff request supplies and materials, these will be procured under the direction of the Principal and Administrative Director to ensure the budget maintains integrity.

Budgets are updated and watched by the accounting team throughout the year and updates are given to the school-level staff so they are able to provide proper controls on the spending.

Payroll is outsourced to a payroll company and is managed on the school side by the school's local HR Manager, Meaghan Wheeler, with consultation and support from the management company's HR department.

Periodic audits of expenditures are conducted by the management company's accounting team. The School Principal and Administrative Director clarify audit items on individual purchases where questions may arise.

Administrative services are contracted via the school's EMO contract with APS. This includes accounting services. Accounting services will be delivered within the rules and guidelines of the federal government, state laws and rules, and governing board financial policies. These policies include a stipulation that governing board approval is required on large purchases and second signatures are required on purchases over \$5,000. Other administrative services that will be contracted out include payroll services.

The governing board of the school holds contractors accountable, including the EMO, by holding monthly board meetings during which the Educational Management Company gives a report on



financials, academics, and operations. The contract, found <u>in Attachment 19 - EMO Agreement</u>

<u>Documentation</u>, details the responsibilities of the management company as well as the remedies of the board for contractual negligence. The governing board has the ability to cancel their contract with the Educational Management Company at any time, for any reason.

- (1) As Attachment 21, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative in Attachment 21. Include the following:
- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of Attachment 10. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Please see <u>Attachment 21 – Budget Narrative</u>.

(g) Submit a completed financial plan workbook for the proposed school as Attachment 22 (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

Please see Attachment 22 - Financial Plan.



(2) Submit, as Attachment 23, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

### See Attachment 23, Budget

- (3) Provide, as Attachment 24, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
- (4) Complete the audit data worksheet in Attachment 24. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 24.

### This section does not apply.

(5) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

The development plan for fundraising needs is put together by the Administrative Director of the campus, the Executive Director of the EMO, and the Director of American Preparatory Education Foundation (APEF). We also use the help and resources of our FSO (family school organization - parent volunteer group) to organize and carry out our events. All of our fundraising efforts have a specific goal in mind as there are never arbitrary fundraising events planned. We run three major campaigns every year. The focus of our campaigns is to not only raise funds for specific items needed, but also as a community event where businesses, families and the community can come together to participate and interact. We also find a philanthropic need and allot a portion of our proceeds to that cause. The three major campaigns are listed below.



- 1. Fall Carnival: This event has been used to fundraise for band equipment, field trip transportation costs, canopy for our elementary playground (on-going), graduation expenses and equipment for school-wide activities such as lighting, pipe and drape and flooring. This is a community carnival which allows local businesses to participate in this fun family event and get to better know the American Prep school and community.
- 2. Spring Fun Run and 5K Race: This event was also used to raise money for our playground canopy as well as to help provide working bathroom facilities for our sister school in Africa. We use this event to teach our students that they can make a difference and they can change the word for the better.
- 3. Summer camps: The programs we run in the summer are directly tied to the sport or club that is running the event. The monies collected create a budget for what those activities will cost.

We have received some funds from partner organizations including Box Tops and Lifetouch. The allocating of these funds is determined by our business manager and board. The funds received goes back into classroom supplies, field trips and incentives for students. We will continue to run these events at our current campus and will expand to include the new campus as well. We will combine all the resources of both campuses for all events to ensure the success of the campaigns. The board has been very supportive of all fundraising efforts and will continue to support as needed. The school does not rely on fundraising money for its financial viability.

(6) Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

The school's financial management decisions are made primarily between the school Business Manager and the EMO accounting team. The budget is developed by the accounting team with input from the school's Business Manager and other relevant parties at the school, such as the curriculum specialist and the enrollment coordinator. The board approves all budgets and financials. The governing board also gives strategic direction to the EMO. For example, if the board chooses to implement a goal to increase teacher wages by 10% in three years, the EMO will include those as parameters in the budgets. The school's on-site business manager verifies and approves or denies all invoices. She then writes the checks and sends them to the CFO for signature. Checks over \$5,000 require a signature from a member of the board. In that case, signatures are gathered from the financial expert on the governing board - Jon Gardner. Our procedures related to internal controls can be found as <a href="https://discrete.com/Attachment35">Attachment 35</a>.

## **ATTACHMENTS**

Attachments 98

**Letter of Transmittal From the Board** 



April 12, 2018

Marc Modrcin Director of Authorizing State Public Charter School Authority

Subject: Letter of Transmittal

Dear Sir,

We are pleased to submit to you an Expansion Amendment Request to Operate Additional Campuses.

The board of American Preparatory Academy-Las Vegas approved the submission of intent for expansion amendment request to operate additional campuses on April 4, 2018, in a public board meeting held at APA-LV. The board also voted to submit the completed amendment request in a public board meeting held on April 11, 2018.

The amendment request will include the building and operating of a new K-6 facility, including an enrollment projection of 640 students. This campus would be ready for enrollment and operation for the 2020-2021 School Year. The location for this campus has not yet been identified, but plans include building a facility in the Southwest part of Las Vegas, creating a small network of schools for American Prep.

The expansion amendment request will be submitted to the Nevada State Public School Authority no later than April 15, 2018.

Sincerely,

lee iglody (Apr 11, 2018)

Lee Iglody Governing Board Chair

Achieving Academic Success and Developing Good Character

8377 West Patrick Lan • Las Vegas, Nevada 89113 • T. 702-970-6800 • F. 702-248-0454 • E. info@apavegas.org



## Signature for Letter of Transmittal

Adobe Sign Document History

04/11/2018

Created: 04/11/2018

By: Rachelle Hulet (rachelle.hulet@apavegas.org)

Status: Signed

Transaction ID: CBJCHBCAABAAA6ZDDQ3W-1b4Wtjl-gQNszz0tiWelLg3

### "Signature for Letter of Transmittal" History

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**Board Meeting Agenda** 

### NOTICE OF SPECIAL PUBLIC MEETING OF AMERICAN PREPARATORY ACADEMY

The Governing Body of **AMERICAN PREPARATORY ACADEMY** will have a special meeting on Friday January 19<sup>th</sup> at 12:00 pm at 8377 West Patrick Lane, Las Vegas, NV 89113. Below is an agenda of all items scheduled to be considered. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the chairperson. Reasonable efforts will be made to accommodate physically handicapped persons desiring to attend the meeting. Please contact APA's Office at (702) 970-6800 in advance so arrangements can be made. Public comment may be limited to three minutes per person at the discretion of the chairperson.

- 1. Call to order
- 2. Pledge of Allegiance/Roll Call
- 3. Approval of minutes from 11-2-2017 board meeting
- 4. Public Comments and Discussion Members of the public are invited to comment on any items on the agenda below. No action will be taken on any items during the public comment period, but may be taken at the appropriate point in the agenda
- 5. Discussion and possible action: School Performance Plan
- 6. Discussion and possible action: Staffing Solutions
- 7. Discussion and possible action: Amendment request to expand
- 8. Discussion and possible action: NIAA application
- 9. Discussion and possible action: Financial Report
- 10. Discussion: APS Update
- 11. Discussion and possible action: Academic Report Christie Olivieri
- 12. Discussion and possible action: NRS 388A.320(5) payment to eligible members of board
- 13. Board Comments- Discussion
- 14. Public Comments- Discussion

This notice and agenda has been posted on APALV's website and on or before 9am on the third working day before the meeting at the following locations:

- 1. Spring Valley Library 4280 South Jones Blvd, Las Vegas, NV 89103
- 2. West Charleston Library 6301 W Charleston Blvd, Las Vegas, NV 891463.
- 3. Sahara West Library 9600 W Sahara Ave, Las Vegas, NV 89117
- \* In Accordance with Section 241.020(2)(c)(2) of the Nevada Revised Statutes, all of the agenda items are subject to action and disposition by the governing board, unless the agenda item specifically indicates otherwise. To promote efficiency and as an accommodation to the parties involved, agenda items may be taken out of order.

**Board Meeting Minutes (Approved)** 

Governing Board Meeting Minutes American Preparatory – Las Vegas January 19th, 2017

Attendance:

Board Members: Lee Iglody, Jon Gardner, Rachel Lillian, Paris Bayardo

Public: Daniel Braisted, Esther Williams, Erin Phillips

Staff: Rachelle Hulet, Christie Olivieri

- 1. Welcome/Call to order Lee Iglody
- 2. Pledge of Allegiance/Roll Call
- 3. Approval of Minutes from 12-1-2017

MOTION: To approve the minutes from the 12-1-2017 Governing Board meeting:

Moved: Paris Bayardo Second: Rachel Lillian Status: Approved

- 4. Public Comments and Discussion-Members of the public are invited to comment on any items on the agenda below. No action will be taken on any items during the public comment period, but may be taken at the appropriate point in the agenda.
- 5. Discussion and possible action: School Performance Plan

MOTION: Move to approve the School Performance Plan

Moved: Rachel Lillian Second: Jon Gardner Status: Approved

6. Discussion and possible action: Staffing Solutions-There is another contract for everyone to review. It will be between the school and the staffing company. We want to make sure all the terms are good. This contract will allow those who are retired from the State of Nevada to be hired. This will allow flexibility in staffing. Jon Garder will lead up reviewing this contract.

MOTION: NONE

Moved: Second: Status: 7. Discussion and possible action: Amendment request to expand-We are in a great position with our high star rating and having a fully functioning staff to begin looking into opening another K-6 school. We also have a large waiting list. The search for 5 acres has started, and we will keep it close to the current school.

MOTION: Move to approve submission of letter of intent to submit amendment application to charter.

Moved:Paris Bayardo Second: Jon Gardner Status: Approved

8. Discussion and possible action: NIAA Application-Our Athletic Director has been working with the School Charter League. This application allows us probation for two years to have games with NIAA schools along with the Charter League.

MOTION: Move to approve moving forward with the NIAA Application

Moved: Paris Bayardo Second: Jon Gardner Status: Approved

9. Discussion and possible action: Financial Report-move to next agenda

MOTION: NONE

Moved: Second: Status:

- 10. Discussion: APS Update-They are working with the charter authority in having a Charter Leader Committee to help support and push things forward with other school charters. This will help us as Charter Schools to be unified and to work together.
- 11. Discussion and possible action: Academic Report Christie Olivieri-Just finished Winterim and they will be having their closing assembly today. Some of the winners of the spelling bee will be going to the district spelling bee. They are planning graduation for May 26.

12. Discussion and possible action: NRS 388A.320(5) payment to eligible members of board

MOTION: Move to approve

Moved: Lee Iglody Second: Jon Gardner Status: Approved

- 13. Board Comments-Discussion-Jon has reached out to some of the banks abour our credit card usage. The master account has an overall credit limit but each card on that account has a smaller limit. Some of the card users need more (like curriculum). So we could do a pool share so that they don't have smaller limits. We could have Lincoln come up with new limits for each card user, this way allows for financial control so that no one can use more than they should. We have a strong account now with Nevada Bank and so they will review to see if there is a better account for us now. Board candidate Ernie Elliott comes from a background of educators is now in the healthcare world. Would be a great addition.
- 14. Public Comments-Discussion
- 15. Adjournment

MOTION: Move to adjourn

Moved:Lee Iglody Second: Rachel Lillian Status: Approved

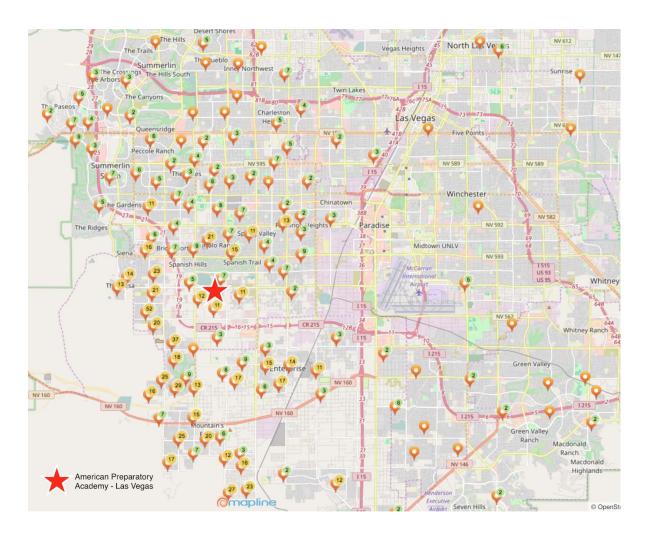
Topics for next meeting:

Rachel Lillian, Secretary APA-LV Board

Roll Hillen 2-7-18

**Desired Community of Location** 

The desired location for the Las Vegas 2 campus is somewhere within a three-mile radius of the current school at an affordable piece of vacant property. We have found that having two schools more than about 15 minutes American Prep restricts us from "sharing" personnel at both campuses. For that reason we hope to build our second campus relatively close to our current campus, but more than one mile away to accommodate neighborhood enrollees. Our current school population can be seen geographically on the map below:



A significant amount of families come from the south of the 215 highway, which is also where Las Vegas is seeing significant growth. This area south of 215 and close to Blue Diamond also seems to be where there is more affordable land options.

We hope to build the school in a location that is accessible to local neighborhoods, but also close to highways so that families across the valley that are interested in the American Preparatory model can access the school.

The school will submit the documentation required in 4(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265

Purchase or Lease Agreement of Existing Facility

This section does not apply.

**General Specs for Facility Search** 

In addition to the parameters listed in Attachment 4, we will seek out a piece of property that is at least 5 acres and can adequately fit a school building that is 45,000-50,000 square feet in size, a playground and playing field, and sufficient parking and driveways to accommodate the increased traffic that we see at charter schools. 45,000-50,000 square feet is the size of American Prep's  $\sim\!600$  student schools in Utah. Vitally important when seeking appropriate land is also the surrounding roadways. As traffic is heavy during pickup and drop-off, it is important to find property close to roads that can handle the heavy traffic during those times without encumbering local and neighborhood traffic.

The school will submit final documentation in compliance with NAC 386.3265.

**Details of Existing Facility** 

The school will submit the documentation required for review and approval in compliance with NAC 386.3265.

**Construction Plan** 

#### Construction Plan

Although we have not yet retained an architect or contractor for the construction of the new school, we have spoken to the architects and contractors from our previous construction project at APA-LV Sunset campus and understand that our timeline should follow the schedule below.

Also as part of this attachment is our Gannt chart from our Sunset construction project. Even though this proposed building will be about half the size of that project, the individual components in the Gannt chart will be very similar.

April - June 2018: Secure financing and property acquisition (closing will be contingent on approval of the expansion application)

June 2018 - December 2018: Architectural & engineering (includes civil design)

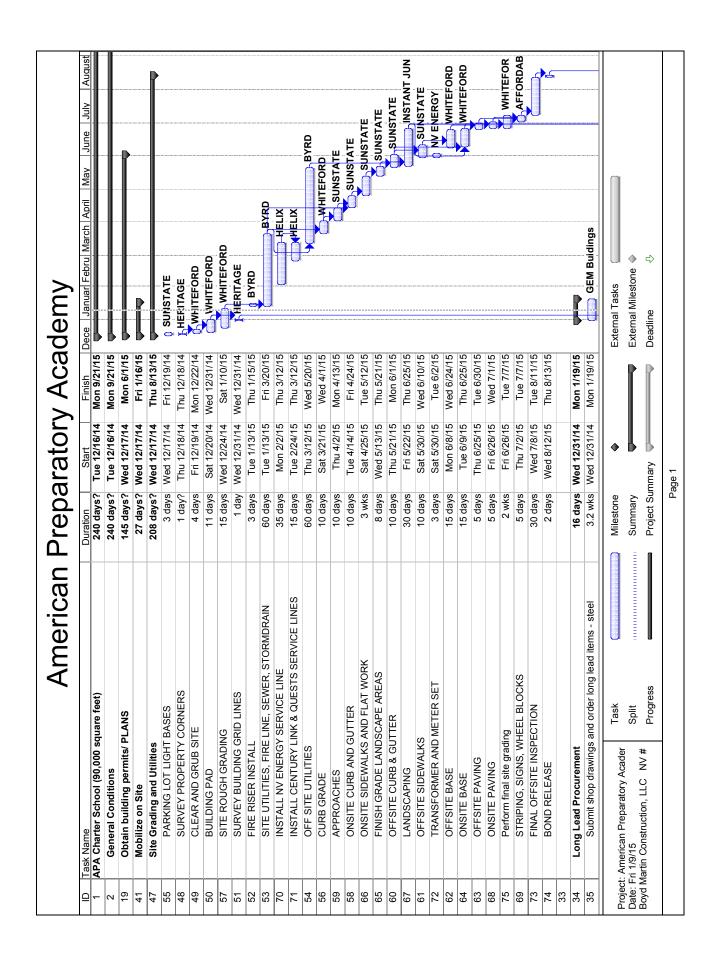
January 2019 - August 2019: Clark County/State Fire Marshall approvals and Building Permit

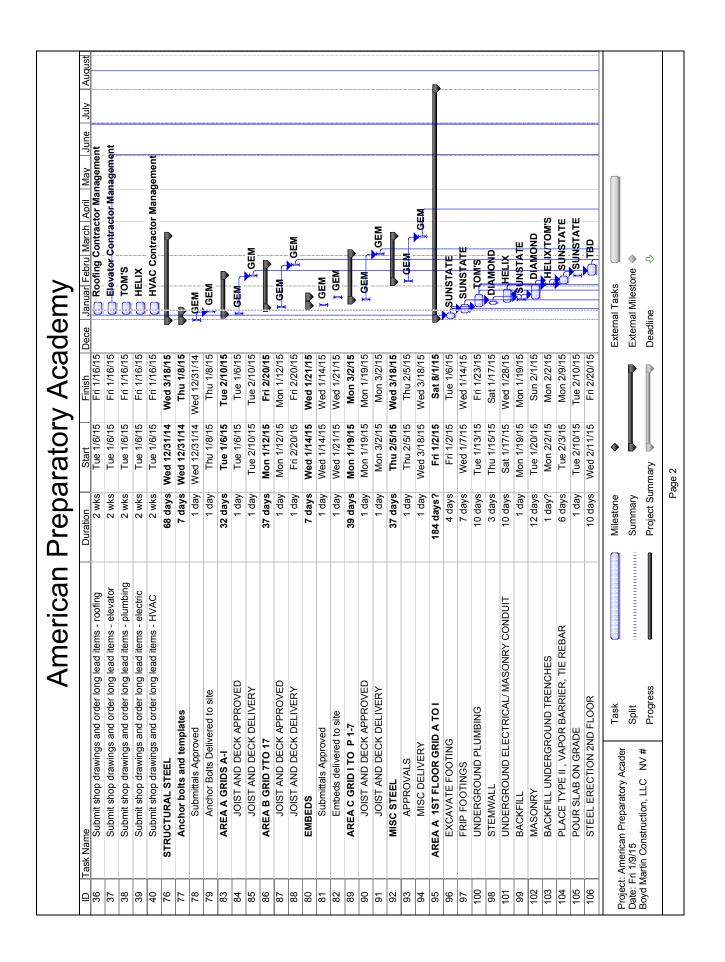
August 2019 - July 2020: Construction (see detailed Gannt chart)

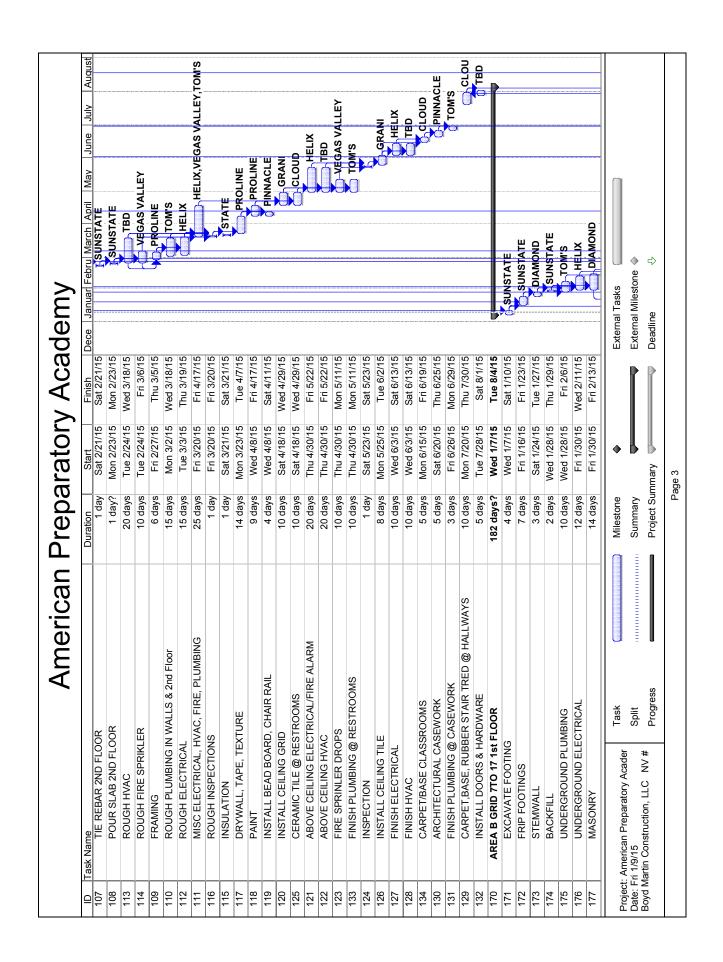
August 2020: Receive elevator, architect, local building agency, and fire marshal's inspection

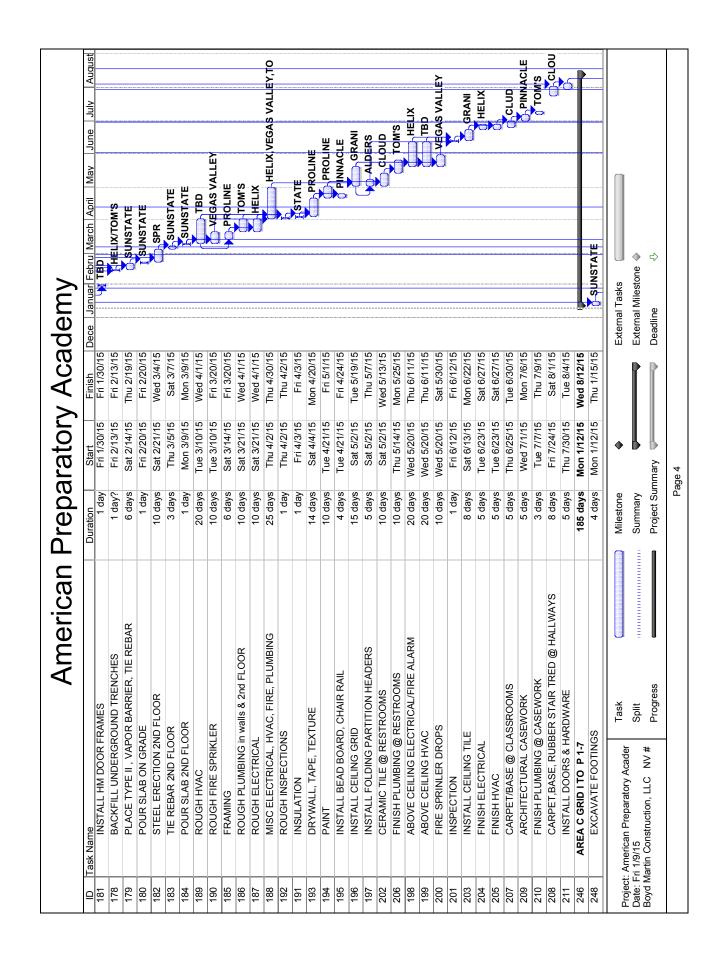
August 2020: Obtain Certificate of Occupancy

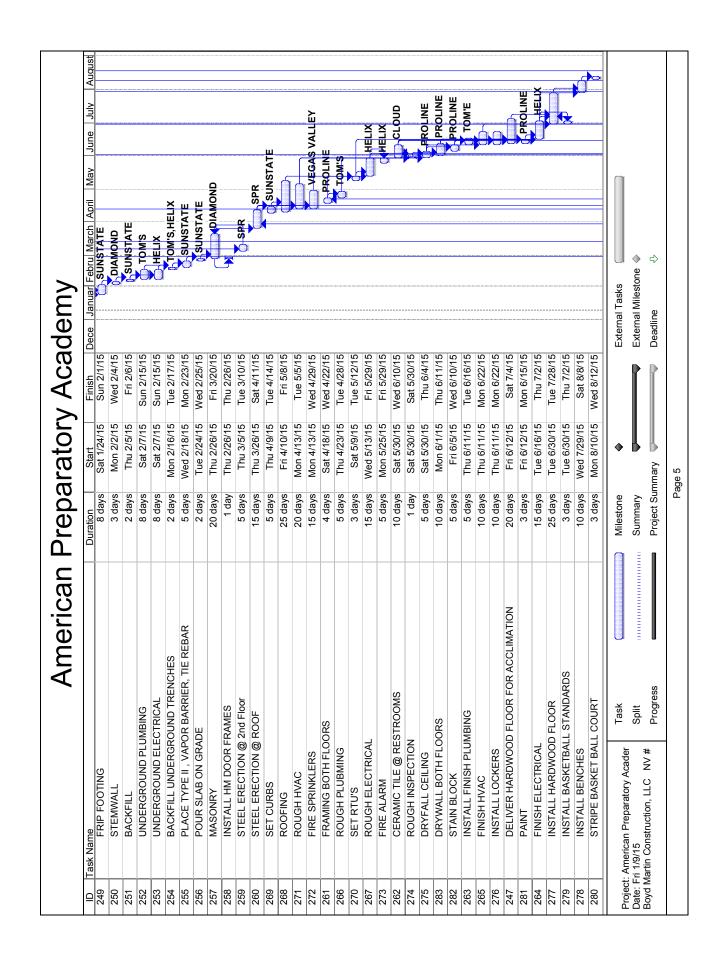
The school will submit the documentation required for review and approval in compliance with NAC 386.3265

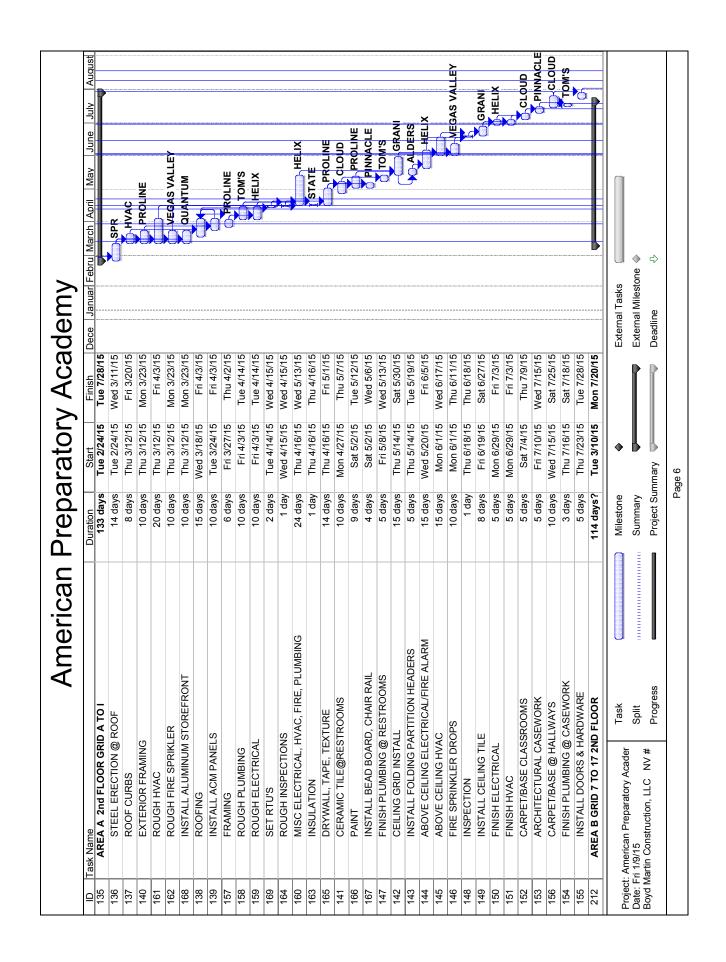


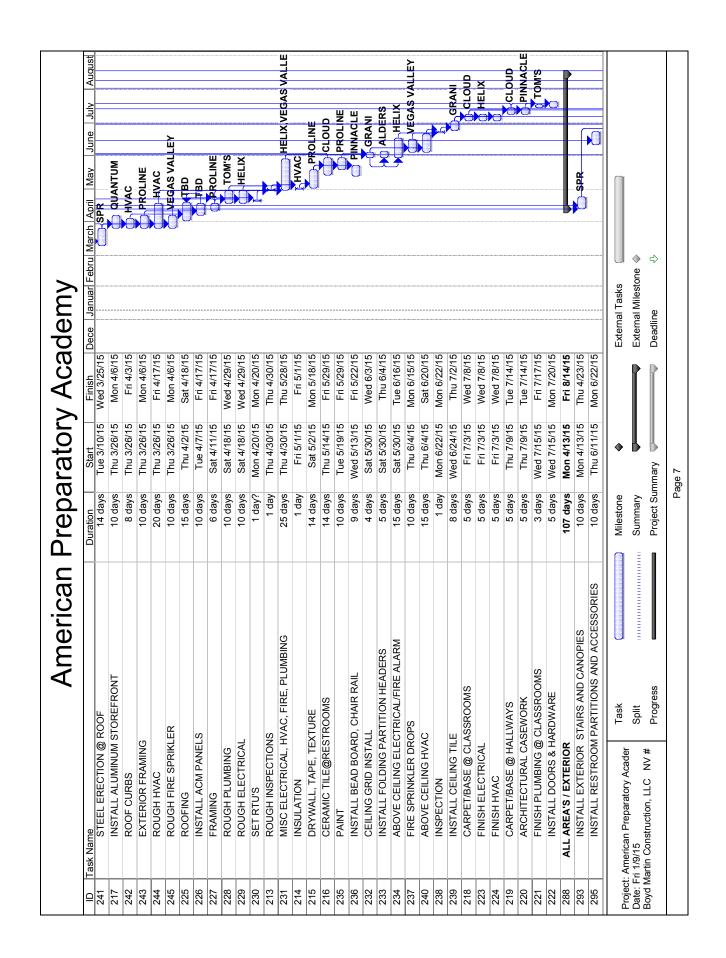


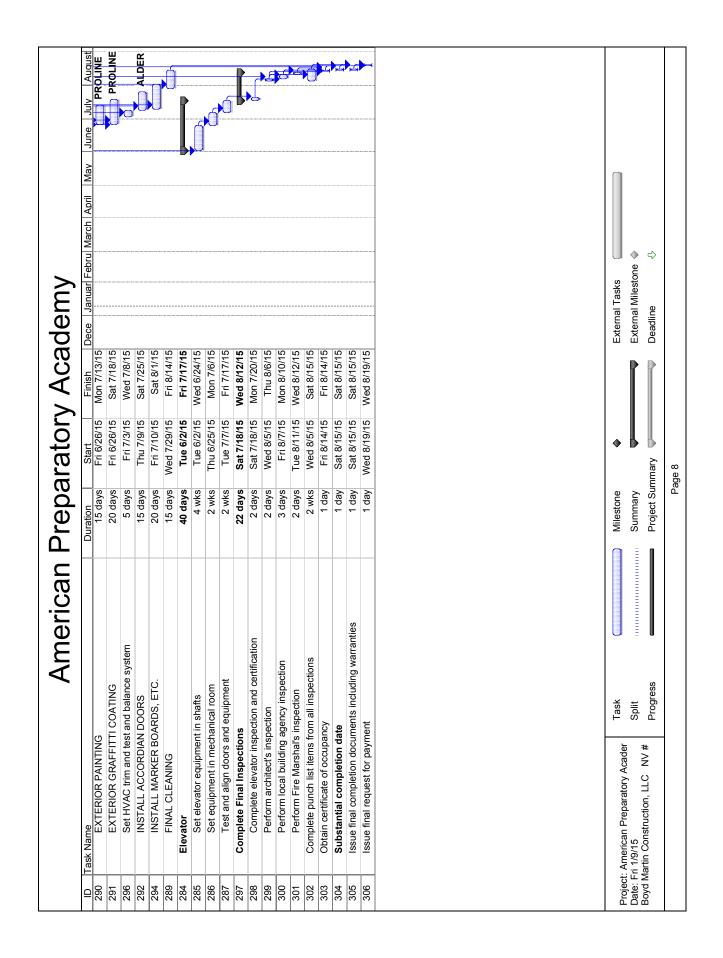












**Documentation of Code Compliance** 

The school will submit the documentation required for review and approval in compliance with
NAC 386.3265

**OSHA Compliance** 

The school will submit the documentation required for review and approval in compliance with NAC 386.3265					

**Letters of Community Support** 

April 9, 2018



Rachelle Hulet Administrative Director, American Preparatory Schools 8377 West Patrick Lane Las Vegas, NV 89113

To whom this may concern,

It is my pleasure to write this letter of support for American Preparatory Academy. We, Advance Insurance & Benefits NV Inc., have been in partnership with American Preparatory Academy (APA) for 4 years and we are very pleased with what they do in our community. APA continues to provide an impressive educational experience for students across the Las Vegas Valley. In addition to an amazing educational experience, APA provides character development resources, clubs, sports and summer camps in a wholesome environment for all in the community, not limited to students who attend their school.

Our corporation was established in Las Vegas in 1989. As a local, family-owned, small business we are very interested in the continued development of our community. The educational system in Clark County has had its fair share of struggles and we see great promise in what APA has brought to Las Vegas. Through their curriculum and character development efforts we see students that are smart, respectful, kind, hard workers, patriotic, and selfless. In fact, when you walk the halls of APA or attend their assemblies these are the words I would use to describe ALL of their student body.

One thing about APA that stands out to me above all else is their level of engagement with parents. While the teachers & staff have a large influence on the success of the student, it ultimately depends on strong support at home for the student to achieve their full potential. By engaging with parents and involving them in so many volunteer opportunities, I see parents that are much more interested in the well-being of their students than other schools.

There are few other educational organizations that we would be as willing to support as APA. We know that every dollar we give to support directly impacts the success of the individual student. This is why we choose to continue to support APA.

Sincerely,

Daniel Dye

Director, Advance Insurance & Benefits NV, Inc.

6290 S Rainbow Blvd. Las Vegas, NV 89118
702-254-6141 - info@advancenv.com - www.advancenv.com



March 30, 2018

It is my pleasure to write this letter of support for American Preparatory Academy (APA), Las Vegas Campus', charter application. APA's pursuit of providing the best educational experience in a moral and wholesome environment to as many students as possible is commendable. If approved, APA could greatly enhance the educational opportunities for many of Nevada's students.

With its vision of classical education and character development, APA replicates a proven educational model that emphasizes civic engagement, leadership development and academic excellence.

Charter schools provide benefits to our communities and immeasurable value to a child's future. Approval of APA would allow Nevada families a choice and greater accessibility to proven excellence and high quality education for their children. Thank you for providing me with this opportunity to express my support for APA's charter application. Please don't hesitate to contact me if I may be of further assistance in providing you with additionally comment.

Sincerely,

Laurie Saposhnik

Owner Mathnasium of Santa Monica, Summerlin and Rhodes Ranch, Northwest Las Vegas, and Red Rock

Laurie.Saposhnik@mathnasium.com

702-835-3634



To whom it may concern:

I am writing this letter in support of American Prepatory Academy and their application to open a second charter school in the Las Vegas Valley.

Having taught martial arts programs throughout the valley for different schools, I can honestly tell you that APA is step above when it comes to professionalism, dedication and enthusiasm for their students. I truly believe that their model should be implemented nationwide; they are teaching children to be leaders.

The addition of a second campus would be hugely beneficial to any community that is looking for a positive place to send their children. Your consideration is appreciated.

Sincerely,

Michael Hamm Headmaster Ten Tigers Martial Arts (702) 207-6390

# **THC Capital**

# 9360 W Flamingo Road Suite 110-530 Las Vegas, Nevada 89147

April 5, 2018

To whom it may concern,

On behalf of American Preparatory Academy I am pleased to support their charter application to expand and open another location for their schools here in Las Vegas. APA truly has the best educational experience here in Las Vegas. Not only are their students getting the best education but they hold their students to have high morals by teaching them how to have good character. They set their expectations high for students and they help students to reach their goals. All of the staff are positive and great role models for all students.

One of my favorite things about American Preparatory Academy is that they honor our American history daily and have two yearly community assemblies honoring local military for Veterans Day and Memorial Day.

As a parent of American Preparatory Academy and a Las Vegas business owner, I believe that all schools in Las Vegas should use their model of success. I encourage the Nevada State Charter Public School Authority to approve their application and believe that American Preparatory will create a brighter future of all Las Vegas.

Thank you,

David S. Herman Sr.

President

THC Capital

david@hermancompanies.com

702-332-9169

**Job Descriptions** 

#### Charter School Board Members

Governing board members meet at least quarterly in open meetings where they receive administrative, financial, and operations reports from the School Principal/Business Manager, and the EMO (American Preparatory Schools). Governing board members provide governance and oversight, ensuring that school activities align with goals and assurances defined in the Charter Agreements.

One member of the board, Paris Bayardo, is also the chair of the hiring committee, along with the Administrative Director, Academic Director, Secondary Director, and local Human Resources employee.

## School Principal / Business Manager

The School Principal/Business Manager, and Administrative Director work together to manage and facilitate all non-academic functions of the school. Together they develop the budget and approve purchases. The Principal/Business Manager and Administrative Director are jointly responsible for legal compliance with all rules and regulations that apply to the school. The Principal and Administrative Director sit on the hiring committee with the Academic Director, Secondary Director, Board Member and local Human Resources employee.

#### Administrative Director

The Administrative Director works together with the School Principal/Business Manager to manage and facilitate all non-academic functions of the school. Together they develop the budget and approve purchases. They are jointly responsible for legal compliance with all rules and regulations that apply to the school. The Principal and Administrative Director sit on the hiring committee with the Academic Director, Secondary Director, Board Member and local Human Resources employee.

#### Academic Director

The Academic Director oversees and directs the academic program in the Elementary School. The Academic Director oversees all of the academic data collection in the school. Then, the Academic Director uses that data to determine any changes to the grade level plans and/or any changes to the student academic placements. The Academic Director oversees and trains the K-3 Director and the 4-6 Director in the discharge of their duties. Academic Directors work with the Special Education staff to ensure that the academic program is appropriate for each student. Academic Directors oversee and supervise training and coaching of staff members. The Academic Director assists staff members in the resolution of any staff issues as well as any parent or student issues. The Academic Director sits on the hiring committee with the Principal and Administrative Director, Secondary Director, Board Member and local Human Resources employee.

# **Elementary Directors**

There are 2 Elementary Directors, a K-3 Director and a 4-6 Director. Elementary Directors are responsible for training all academic staff members in the curriculum as well as in our teaching methodologies. Directors gather academic data, interpret the data, and then ensure the data is used to place the students as well as drive the instruction in the classes. They supervise all team meetings and all staff trainings. Elementary Directors oversee discipline and resolve all student and parent issues that arise in the elementary school.

#### Secondary Director

The Secondary Director is responsible for the oversight of curriculum and development of the academic programs in the secondary grades (7-12). The Secondary Director is responsible for ensuring the training of the secondary grade academic staff members. Secondary Directors gather academic data, interpret the data, and then ensure the data is used to drive the instruction in the classes. Secondary Directors supervise all of the team meetings as well as all of the staff trainings. Secondary Directors oversee discipline and resolve all student and parent issues that arise in the secondary school. The Secondary Director sits on the hiring committee with the Principal and Administrative Director, Academic Director, Board Member and local Human Resources employee.

#### Controller and Accountant

These are EMO employees who work with the Business Manager/School Principal and local support staff members to oversee the budgeting process and all accounts payable and receivable. They track all DSA and IDEA funding.

#### **Human Resources**

This EMO employee works with the local Human Resources employee to review, hire, and process new employees, oversee benefits and payroll and other human resource concerns.

# **Compliance**

This EMO employee works with the School Principal and Administrative Director to maintain legal compliance with all rules and regulations that apply to the school.

# Operations/Facilities

The Operations Director oversees facility maintenance and school security. This includes emergency management plan, carpool, custodial, landscaping, building maintenance and capital improvement projects.

Resumes

# Christie Olivieri

School Principal/Administrator/Business Manager/Director/Teacher 775-990-3754 | christiepernice@gmail.com | 7502 War Admiral Court, Las Vegas, NV, 89113

# **Summary**

Motivated, high energy professional with extensive experience and ability in operations management, emergency operational systems, and instructional operations. Demonstrated talent for multi-tasking and making real-time decisions in a fast-paced environment. Exceeded in organizational goals and customer service expectations with excellent team-building skills.

# **Employment History**

School Principal & Finance Manager American Preparatory Academy - LV 8377 W Patrick Ln., Las Vegas, NV, 89113	From 2016—Present
Administrative Director American Preparatory Academy – Oakey Campus 6000 W. Oakey Blvd., Las Vegas, NV, 89146	From 2015—To 2016
Teacher/Long Term Substitute Teacher Nye County School District, 484 S. West St., Pahrump, NV, 89048	From 2013—To 2015
Translator & Maritime Consultant Maritime Consultations LLC 7601 Broadriver Dr., Las Vegas, NV, 89107	From 2006—To 2013
Administrator/Manager The Lighthouse Cleaning Service 3500 Cove View Blvd., Galveston, TX, 77554	From 2004—To 2006
Customer Service/Debt Collector Sunterra Corporation 3865 W. Cheyenne Ave., Las Vegas, NV, 89032	From 2003—To 2004
Chief Purser/Safety Officer/Hotel Manager Corsica & Sardinia Ferries/Look Voyage Calata Nord, Porto Vado, SV, Italy, 17047	From 1995—To 2003
English Instructor Wall Street Institute Via XX Settembre 31, Genoa, Italy, 16121	From 1991—To 1995

# **Education**

Master of Science in Administration of Justice and Security Graduation 2013

University of Phoenix

Bachelor of Science in Criminal Justice Administration Graduation 2011

University of Phoenix

Associate of Arts in Criminal Justice Graduation 2008

University of Phoenix

(Graduated with Honors - GPA 3.9)

# **Certifications**

CASA - Court Appointed Special Advocate, Pahrump, NV

First Aid CPR ARD Certification, Las Vegas, NV

Firefighter Training Basic and Advanced Certification, Pavia, Italy

Merchant Marine Safety of Life at Sea & Watch-Keeping for Seafarers Certification, Pavia, Italy

First Aid Training and CPR Certification, Genoa, Italy

Able Bodied Seaman's Book, Savona, Italy

Teacher Substitute License - NV Department of Education, Las Vegas, NV

Teacher's License - NV Department of Education, Las Vegas, NV

# **Skills**

General computer skills – emails, internet, art, notes, etc.

Microsoft Office – Word, Excel, Power Point, One Note

OuickBooks

IPad basic and advanced knowledge

Teaching skills – Assessing learning environment, student knowledge, using visual aids, etc.

Computer grading software

Communication skills

Teamwork development, organization, and fulfillment

Leadership skills

Customer service skills

**Professional Presentations** 

General office equipment skills

Accounting/ Bookkeeping skills

Operations management skills

Emergency operational skills

Policy and procedure development

**Inventory Control** 

Mentoring and Negotiating skills

Analytical and problem-solving skills

# **General Manager**

- Managed five-member account team to provide housekeeping services to business customers
- Controlled quality service and customer satisfaction
- Coordinated and responded to complex customers' telecommunication requests
- Managed accounts payable-receivable and employee payroll
- Coordinated stock inventory and business orders
- Sold marketing to local businesses and residential housing
- Conducted employee safety-group sessions

# **Chief Purser and Safety/Security Officer**

- Managed and supervised over 100 crew members on board of Passenger-Cruise Ships
- Managed inventory tracking and purchasing system
- Managed and resolved all issues related to customer service and quality control
- Managed and maintained database of company documents and correspondence
- Coordinated staff work schedule, overseeing quality work performance
- Coordinated all supply and equipment flow between vessel and shore
- Coordinated the implementation of all national and international standards of health, safety, and security of company vessels and staff
- Responsible for data entry of employee payroll and management of controllable expenses with cash flow exceeding \$200,000
- Responsible for all communication announcements in various languages assisting multicultural passengers with boarding and disembarking procedures
- Instructor responsible for staff training, including safety, CPR, and Firefighting certifications
- Officer in charge of all safety, fire evacuation drills, and member of the Firefighting team

# **English Instructor/Translator**

- Professional instructor/facilitator for businesses, private customers, schools
- Created lessons plans for non-English speaking clients
- Provided translation services of executive/legal documents (Italian-English)

# **Maritime Consultant**

- Inspected environmental vessel policies on part-time basis for overseas companies
- Translated legal maritime documents on a part-time basis for overseas companies

# **Substitute Teacher/Teacher**

- Created lesson plans, imparted knowledge, and provided instruction in the classroom
- Assigned and graded homework, interacted with parents, handled disciplinary procedures

# **Administrative Director**

- Managed business relations, organized schedules and wages, handled inventory necessities
- Worked as a team-player, managed employees tasks and working hours
- Managed stress and high paced working environments, researched and analyzed data
- Practiced strong interpersonal and communication skills
- Expressed knowledge in developing legal documents and practices
- Demonstrated expertise in managing and organizing office environment

# **School Principal & Finance Manager**

- Managed financial reports, monitored accounts, managed cash flows, recorded balances
- Processed invoices, managed checks and company's credit cards, analyzed expenses
- Recorded and Filed financial documents
- Provided support to Operations and support to state compliance OPS reports
- Worked directly in collaboration with the school Superintendent and Administrative Lead Director
- Provided education leadership and support to teachers and staff
- Provided support with disciplinary hearing and staff coaching
- Interacted with all staff members providing daily support in daily operation

# **References Upon Request**

# Rachelle E. Hulet

5424 Cold Lake Street ● Las Vegas, NV 89148 ● (702) 539-0420 rachelle.hulet@apavegas.org

# **Professional Experience:**

School Director Fall 2014 - Present

Job Duties: Daily operations of facility. Enrollment and lottery of students in grades K-12. Manage all compliance items with the State of Nevada including testing, attendance, grading, SPED, ELL and FRAM programs. Coordination of all activities and volunteers including our Family School Organization. Oversees staffing of employees and

# **Founding School Committee**

benefits.

Fall 2011 - Fall 2014

Job Duties: Helped create and finalize charter school application. Organized parent information meetings. Initiated enrollment for first year of school. Organized procurement of furniture and supplies. Worked closely with Board of Directors to finalize lease, hiring and contracts.

# **AYSO Board Member**

Spring 2011 - Fall 2014

Job Duties: Coordinate soccer schedules, coaching, training, and equipment for league with over 120 boys ages seven to nine. Participate in monthly board meetings to plan events and manage the entire league.

## Airbrush Tan Technician

May 2010 - Fall 2014

Job Duties: Provide personalized spray tan services to general public.

#### **Personal Trainer**

**July 2007 - January 2009** 

Job Duties: Maintain certification to educate clientele in nutrition and exercise. Prepare individualized training program for over 20 clients to improve their fitness level and quality of life.

# **Medical Biller & Receptionist**

January 1998 - July 2004

Job Duties: Manage incoming phone calls, patient schedules, and referrals. Responsible for billing insurance companies and collection of payments.

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# **Brigham Young University**

# **September 2004 - June 2006**

# **Personal References:**

Merrill Landers UNLV Professor 702-241-3663 Ben Nieporte Owner of Half-Tees & Rise Online Marketing 801-368-3121 Tiffany Hawkins Southern Methodist University 214-914-4527

# CHRISTIN CAMPBELL

8484 Chinook Candy Ct., Las Vegas, NV 89113 · 801-349-8457

## PROFESSIONAL SUMMARY

Instrumental in the opening of two elementary charter school campuses in the Las Vegas valley as well as campuses in Utah. Experience in working as an elementary teacher, instructor, and as an Academic Administrator and Director. Specializes in Direct Instruction Based Teaching and Training. Skilled in all levels of curriculum in grades K-6. Highly knowledgeable in all aspects and tasks of managing an elementary charter school.

#### **EXPERIENCE**

#### 2017-PRESENT

### **ELEMENTARY DIRECTOR, AMERICAN PREPARATORY SCHOOLS**

Oversee and manage all academic based needs and decisions in grades K-6. Conduct interviews and hire all teachers and instructors. Organize and lead all staff training sessions. Determine and implement promotional guidelines. Provide support and training to teachers and instructors during instruction times and professional development. Compile and interpret curriculum data to create fluid, small ability groups in reading, math, and spelling for K-6 students. Host K-6 school weekly assemblies and school wide competition assemblies (geography bee, spelling bee, speech festival, etc.). Manage and implement grading procedures and guidelines. Oversee student discipline. Counsel with students and parents. Attend Individual Education Plan meetings.

#### 2013-2017

## K-3 ELEMENTARY DIRECTOR, AMERICAN PREPARATORY SCHOOLS

Managed the preparation and logistics of opening the school at its inception. Conducted interviews and assisted in the hiring of teachers and instructors. Oversee and manage all academic based needs and decisions in grades K – 3. Provide support and training to teachers and instructors during instruction times and professional development. Compile and interpret curriculum data to create fluid, small ability groups in reading, math, and spelling for K-3 students. Host K-3 school weekly assemblies and K-3 competition assemblies. Organized and lead staff training sessions. Managed and implemented grading procedures and guidelines. Oversee student discipline. Counsel with students and parents. Attend Individual Education Plan meetings.

#### 2010-2012

# **ELEMENTARY TEACHER, AMERICAN PREPARATORY SCHOOLS**

Taught in grades K-3. Implemented 180 day plans. Managed classrooms, behavior, grades, and parent meetings. Served as team lead and managed teacher grade level meetings. Awarded Teacher of the Year in 2012.

#### **EDUCATION**

DECEMBER 2010

BA IN ELEMENTARY EDUCATION, DIXIE STATE COLLEGE

JUNE 2001
HS DIPLOMA, HILLCREST HIGHSCHOOL

#### AREAS OF EXPERTISE

- Specialist in Direct Instruction based teaching
- Expert in data entry and data interpretation
- Conflict resolution
- Event management
- Proficient in Infinite Campus
- Proficient in Excel
- Proficient in Microsoft Word
- Trained in Emergency Management (lock down drills, fire drills, earthquake drills, shelter in place)
- Student Discipline
- Certified in English Language Learning

- Proficient in teaching Saxon Math programs
- Proficient in teaching Spalding Spelling
- Proficient in teaching Connecting Math Concepts
- Proficient in teaching Reading Mastery
- Proficient in teaching Literature Based Instruction
- Proficient in teaching Shurley Grammar
- Proficient in teaching Adventures in Language
- Knowledgeable in K-6 curriculum
- Certified in CPR
- Certified in bleeding control basics

<sup>\*\*</sup> American Preparatory Academy's Elementary School program centers on 2 pillars: **Academic Achievement** and **Character Development.** We believe children in grades K-6 need a balance of rigorous academics, creative and expressive learning, and positive social skill development – all in a motivating, cheerful environment that encourages enthusiasm for learning and love of school

# **Nikolos Hulet, LSW**

# **Professional Experience**

Secondary Director - American Preparatory Academy, Las Vegas, NV October 2015 - Present

- Coordinate with operations team, elementary admin, athletic director and school administration regarding building usage and school events
- · Oversee student discipline
- · Creation and maintenance of classes and class schedule
- · Supervise 30 employees
- Conduct all hiring for positions in grades 7-12

Resettlement Director (Migration and Refugee Services) - Catholic Charities of Southern Nevada, Las Vegas, NV •June 2015 - Oct 2015

- · Oversee budget for the program
- Oversee five managers and up to 25 employees in their daily resettlement duties Participate in the hiring, supervision, and discipline of employees as needed Carry small caseload of family reunification cases
- Help edit and ensure compliance of up to four grants totally over \$8,000,000.00 Request checks and provide to clients per program and grant procedures

Manager of Adoption Services – Catholic Charities of Southern Nevada, Las Vegas, NV-October 2014 – Present

- · Oversee budget for the program
- Supervise up to three employees in their duties including their interactions with clients and the community. Due to staffing issues this has included fulfilling all daily duties as previously assigned to the adoptive parent Social Worker. I also provide interventions with clients as needed
- Provide presentations regarding the Adoption Services program to agencies and the community and represent CCSN in court on all adoption matters
- Communicate day to day operations of the program with the Director of Social Services
- Oversee annual re-license audit by the state license official and ensure ethical correspondence with adoption law as prescribed by the Nevada Revised Statutes
- Helped prepare new policies for the agency and the presentation said policies

**Adoption Lead Social Worker** – Catholic Charities of Southern Nevada, Las Vegas, NV-August 2014– October 2014

 Maintained caseload of all adoptive applicants, provided guidance to two social workers, provided daily input to the Director of Adoption Services, represented CCSN in family court for all adoptive parent related cases

**Adoptive Parent Social Worker** –Catholic Charities of Southern Nevada, Las Vegas, NV• March 2013– August 2014

 Oversaw all involved in the adoption process for adoptive parents including; daily communication, all background checks, financial investigations, home investigations, court proceedings, education/orientations, matching with birthparents, post placement supervision, communication with outside organizations (i.e. hospitals, employers, references, law enforcement, jails, prisons and other agencies), prepared and submitted Clark County Adoption Subsidy applications, prepared adoption home studies, prepared and submitted the report provided to the court prior to adoption finalization, and worked with all birthfathers regarding their involvement in the adoption plan

**Practicum Student** –Catholic Charities of Southern Nevada , Las Vegas, NV• August 2011 − December 2012

- Wrote homestudies, wrote subsidy applications including social summaries, conducted home supervision visits, homestudy interviews, participated in adoption placements and relinquishments, and taught adoption education classes
- I was instrumental in creating forms and documents for the switch to an online application process

Shop Supervisor-Custom Cabinets and Doors, Henderson, NV- August 2000 - October 2008

- I built, finished, and installed custom cabinets and cabinet doors.
- As a supervisor I was in charge of leading the daily duties of up to four employees, ordering materials, and scheduling installations with customers.
- I worked closely with the owner in design and achievement of delivery dates. It was also my
  responsibility to work with customers for any "call backs" and warranty issues because of my
  ability to resolve the concerns of the customers

# **Attributes**

Excellent communicator, very organized, exceedingly loyal, extremely hard working, great student/Quick learner, I am a leader, I am confident, I am willing to learn and be taught, I have high morals, and expect similar values in those that are around me, I don't fear new challenges, good at public speaking, I am bilingual (speaking Spanish as a second language).

# **Education**

Bachelor of Social Work, Summa Cum Laude – University of Nevada, Las Vegas, Las Vegas, NV • 2012

#### Ron Banks

775,220,4899

ronsgolfing@gmail.com

Hardworking, strong, reliable professional with extensive experience in construction and operations management looking to use my skills and talents as part a dynamic team.

# **OPERATIONS**

#### **HIGHLIGHTS**

- Integrity
- Team player
- Construction/maintenance
- Leadership/management
- Initiative to work independently
  - Flexible/Adaptable
    - Versatile
  - Strategic/creative thinker
- Troubleshooting/problem solving
  - Time management
  - Production scheduling
  - Planning/organization
    - Communication
      - Quick learner

#### **ACCOMPLISHMENTS**

- Promoted to management
- Developed Logistics department
  - Developed own business
- Learned quickly several types of manufacturing while also increasing responsibility and rank
- Took commercial bakery earnings from \$5.6 million annually to \$24.2 million in a single year

# **EXPERIENCE**

#### AMERICAN PREPARATORY ACADEMY

Operations Director, 2015-Present Managing Operations employee's, Facility contracts, Health Dept. Compliances, OSHA compliances, Safety compliances, Facility improvements, Facility repairs.

#### NATURE'S BAKERY

Plant Manager, 2013 - 2014

General operation of facility, including but not limited to HR responsibilities, supervising line and maintenance personnel, employee and production scheduling, purchasing, vendor contracts, etc. for a 24/7 operation.

#### SDP ENERGY

<u>Procurement & Quality Control Manager</u>, 2008 - 2012

Management responsibilities including but not limited to document development and control, purchasing, vendor contracts, testing and quality control, supervising work crew, etc.

#### A+ HANDYMAN SERVICE

Owner/Operator, 2006-2008

Construction/repairs not requiring a licensed contractor, including but not limited to electrical, carpentry, plumbing, flooring, exterior/interior painting, drywall and texture, etc.

## **EDUCATION**

Canyon High School Santa Clarita, CA, Graduated 1982

College of the Canyons Santa Clarita, CA, 2 years.

High Sierra Academy Reno, NV, Graduated 1991 Police Training Post-Academy Certification

## REFERENCES

Peter Campau 954.648.6948

Aaron Campbell 775-671-5371

# KRISTINA PRUITT

C: 801-884-6850 | kristina.pruitt@apavegas.org

#### **CORE COMPETENCIES**

- Team leadership
- Data management and analysis
- Project management
- Conflict resolution
- Expert in Spalding Spelling (teaching and training others)
- Excellent Communication Skills
- Staff development
- Event Management
- Proficient in Microsoft Word
- Proficient in Excel
- Proficient in Infinite Campus

- Highly Proficient in Direct Instruction based teaching
- Proficient in Saxon Math
- CPR Certified
- CPI Certified
- Stop the Bleed Certified
- Trained in School Safety
- Trained in School Fire Drills, Shelter in Place, Earthquake Drills, and Lock Down Drills

## **WORK HISTORY**

#### AMERICAN PREPARATORY ACADEMY

4-6 Elementary Academic Director | Las Vegas, NV | July 2017 - Current

- Develop Curriculum for grades 4-6
- Provide guidance and leadership for elementary teachers and instructors
- Oversee all grading weights and implementation
- Counsel with students, parents, and staff
- Input, maintain, and analyze all relevant student data
- Run weekly student assemblies
- Run weekly staff meetings
- Provide solutions and methods for student academic achievement
- Train teachers and instructors in various subjects
- Maintain a Master Academic
- Approve teacher's Lesson Plans and 180 Day Plans

#### AMERICAN PREPARATORY ACADEMY

5th Grade Teacher | Las Vegas, NV | June 2015 - June 2017

Served as Team Lead for all of 5th grade. Ran weekly team meetings to discuss curriculum and strategies for students. Excelled in classroom management, direct instruction, parent communication, organization, and classroom efficiency.

#### AMERICAN PREPARATORY ACADEMY

3rd Grade Teacher | Las Vegas, NV | June 2014 - June 2015

Provided student guidance, classroom management, taught various subjects and groups, collected student data, communicated with students and parents. Utilized direct instruction.

## AMERICAN PREPARATORY ACADEMY

5th Grade Instructor | West Valley, UT | April 2014 - June 2014

Taught a math and reading group, assisted with classroom management, provided support to the lead teacher, assisted with testing, provided student guidance.

# JORDAN SCHOOL DISTRICT/FALCON RIDGE ELEMENTARY

Reading Aide | West Jordan, UT | July 2008 - March 2009

Assist below grade-level readers in 5th and 6th grade to come up to grade-level, plan and carry out an improvement program for each student, assist in reading groups, and assist with writing assignments.

#### JORDAN SCHOOL DISTRICT/MOUNTAIN SHADOWS ELEMENTARY

Reading and Math Aide | West Jordan, UT | July 2007 - July 2008

Assist below grade-level readers in 5th and 3rd grade to come up to grade-level, assisted students struggling with math in 5th and 3rd grade, planned and implemented a program for each student, assisted in reading groups for kindergarten students, assisted with writing assignments, assisted in math groups.

## **EDUCATION**

**BACHELOR OF ARTS** Social Science, Child Development Ashford University

#### HIGH SCHOOL DIPLOMA

Cottonwood High School

1998

GPA: 3.9, High honor Roll National Honors Society

# **TIFFANY ELAINE BANKS**

9986 Liberty View Rd., Las Vegas, NV 89148 • H: (775) 450-1863 • tiffanyeinspahr@yahoo.com

#### SKILLS AND EXPERTISE

- Relationship building
- Team collaboration
- Safety awareness
- DIBELS knowledge
- Instructional best practices
- LEA for Special Education Meetings
- · Creating and implementing organizational systems
- Specialist in Direct Instruction
- Curriculum Development
- Student Discipline
- Data Entry and Analysis
- Event Development and Implementation
- · Proficient in Saxon Math
- Proficient in Spalding Spelling
- Proficient in Connecting Math Concepts
- Proficient in Reading Mastery
- Proficient in Infinite Campus

Proficient in Microsoft Word

Proficient in Excel

- Certified in Non-violent Crisis Intervention
- · Certified in Stop the Bleed
- Trains in school fire drills, earthquake drills, shelter in place, and lock down drills

#### WORK HISTORY

# K-3 Elementary Academic Director

# American Preparatory Academy - Las Vegas, NV

07/2017 - Current

Provide academic leadership for elementary teachers, instructors, and parents. Maintain the integrity of American Preparatory Academy by overseeing the character development of our students, the excellence of our teachers and instructors, and development of our curriculum. Lead weekly staff meetings, run weekly student assemblies, assist with student discipline, analyze and input student data. Oversee student grades, teacher lesson plans, approve 180 day plans, communicate with teachers, instructors, students and parents.

#### **Academic Coordinator**

#### American Preparatory Academy - Las Vegas, NV

07/2016 - 07/2017

Provided direct support to the Elementary Academic Director. Assisted in running weekly staff meetings, student discipline, parent conferences, data input and analysis, teacher evaluations, teacher guidance, and overall academic needs of the school.

#### **Second Grade Teacher**

## American Preparatory Academy - Las Vegas, NV

10/2014 - 06/2016

- Assessed student progress by administering tests and evaluating results.
- Collaborated with administrators on classroom policies, management strategies, and discipline.
- Implemented strategies to improve behavior of class and individual students.
- Instructed up to 30 students individually and in groups.
- Set up lesson materials, bulletin board displays and demonstrations.
- Met regularly with parents and guardians to discuss children's progress.
- Observed and evaluated students' performance, behavior, social development and physical health.
- Maintained accurate and complete records for 30 students.

#### **Event Coordinator**

## All Occasion Rentals - Reno, NV

04/2013 - 09/2013

- Event specialist.
- Met with clients, assessed their needs, and planned their event
- Managed the client's event budgetary expectations
- Brought client's vision to fruition

#### Nanny

#### Private Family - Gardnerville, NV

08/2012 - 04/2013

- Responsible for the care of 3 children
- Planned daily activities and projects
- Took the children on outings and was in constant communication with the parents about the children's day
- Responsible for the safety and well-being of the children when under my care

#### **Preschool Teacher**

#### Trinity Lutheran Church - Gardnerville, NV

05/2007 - 12/2012

Planned and implemented lesson plans.

- Supervised children and interacted with the parents, informing them about their child's day
- Oversee cleaning and integrity of the classroom

# Nanny - Gardnerville, NV

10/2011 - 06/2012

Responsible for the care of a toddler from the age of 5 months old

- Communicated with the child's mother throughout the day
- Took the child on outings
- Responsible for the safety and well-being of the child

10/2010 - 2011

# Charitable Donor Coordinator Concordia University – Irvine, CA

Acquire charitable donations

Seek and maintain donor relationships

Maintain Donor records

Written and oral communication with current and prospective donors

## **EDUCATION**

Western Governor's University -	Expected	
Bachelor's Accounting:	2019	
Stevens-Henager College -	2015	
Western Nevada College -	2011	
Concordia University - Irvine	2011	
University Of Nevada -	2010	
HS Diploma:		
Sierra Lutheran High School -	2009	

# Meaghan Haley Wheeler, MSW

# Objective

My professional objective is to utilize my nonprofit leadership and social work experience in a `management position for a nonprofit, educational or healthcare organization.

# **Professional Experience**

# American Preparatory Academy Las Vegas, NV

Human Resources Director- Las Vegas Campus

# **August 2016- Present**

- o Provide campus level support for all human resources service and policies
- Oversee recruiting and staffing for licensed teachers and support staff. This
  includes writing and placing employment advertisements, scheduling and
  conducting interviews and discussing all hiring decisions with appropriate
  management
- o Provide employee orientation, development and training
- Provide employee relations counseling to ensure all employees are positively contributing to the school culture
- Ensure compliance with federal, state and school labor and employee regulations and policies
- o Provide compensation, payroll and benefits administration at the campus level
- o Assist in the development and monitoring of the annual personnel budget
- Complete regular staffing and payroll reports to ensure proper compliance with various federal and state regulations
- o Act as Nevada Public Employee Retirements System (PERS) liaison
- o Participate in administrative staff meetings

# Catholic Charities of Southern Nevada Las Vegas, NV

Director of Social Services
Director of Adoption Services
Adoption Social Worker
Practicum Student

October 2014- August 2016 March 2013- October 2014 July 2011- March 2013 August 2010- May 2011

- Supervise six diverse programs including Adoption Services, Homeless to Home rapid rehousing, Resident Empowerment Program and other residential services
- Provide personnel management of staff ranging from entry level positions to licensed professionals. This includes the hiring, creation of performance plans, documented employment counseling and terminations. All personnel management done with compliance of state and federal human resource regulations.
- Conduct annual strategic planning, quarterly in-service trainings and weekly staff meetings to ensure staff is delivery quality services to clients
- o Perform and provide oversight for all assessments and case management with

- diverse adolescent and adult clients
- Assist staff with conflict resolution and de-escalation of situations involving other co-workers and clients
- Encourage teamwork and collaboration of staff members in order to best serve clients
- o Develop and monitor annual program budgets totaling more than \$1.5 million
- Seek, apply and present to various funding sources to obtain grant funding to support programs. Total grant awards applied for, awarded and managed in 2016 exceeded \$800.000
- o Ensure local, state and federal grant compliance for all grant funded programs
- Ensure legal and ethical compliance for all programs
- Redeveloped adoptive parent education curriculum and taught courses on all dimensions of child development, parenting, grief and loss, and the dynamics of family success
- Represent Catholic Charities of Southern Nevada in local media including television and radio
- Conduct community outreach and education on topics of adoption, child welfare and homelessness
- o Create and maintain current resource referrals for clients
- Ensure personal, staff and agency compliance with NASW Social Work Code of Ethics

# University of Nevada Las Vegas School of Social Work Las Vegas, NV

Graduate Assistant

August 2010- May 2011

- Assist field practicum professors
- o Maintain database of current practicum site
- o Build relationship with community organization to recruit practicum sites
- o Assist with conflict mediation between students and field supervisors
- Assist with annual training of agency field instructors

# Communities in Schools of Nevada Las Vegas, NV

Youth and Community Counseling Assistant September 2009- September 2010

- Assist with the management of school site coordinators
- Engage with school leadership including principals, vice-principals, deans and counselors
- o Create marketing materials for counseling services offered at schools
- o Provide on-site case management to students in schools
- o Conduct needs assessment for what services students required

## Boys Hope Girls Hope Las Vegas, NV

May 2009- August 2009 May 2008- August 2008

Community Resource Coordinator

- Increase outreach to community regarding residential services available for adolescents
- o Recruit and train volunteers to work with foster youth
- Implement outreach and recruitment strategies from Boys Hope Girls Hope national staff

## **Education and Licensure**

University of Nevada Las Vegas 2009- May 2011 Las Vegas, NV August

- Master of Social Work
  - Concentration in Management and Community Practice
  - Member of Golden Key International Honor Society

Bucknell University Lewisburg, PA Bachelor of Arts August 2005- May 2009

Major: Sociology with a Concentration in Human Services

**SHRM Human Resources Generalist** 

September 2016

State of Nevada Board of Examiners for Social Work

June 2011- April 2017

Licensed Social Worker #6010-S

**HUD Housing Quality Standards (HQS) Certified Inspector** 

**April 2016** 

## Skills

Accomplished public speaker including grant presentations and national conferences

Creation and facilitation of Adoption Trainings

Creation and facilitation of Case Management Trainings

Creation and facilitation of Strategic Planning Sessions

Trained on Motivational Interviewing and Trauma Informed Care

Proficient in Microsoft Word

Proficient in Microsoft Publisher

Proficient in Microsoft Excel

Proficient in Microsoft Power Point

# Carolyn Sharette

9123 Peruvian Circle Sandy, UT 84093 801-808-3933 csharette@apamail.org

#### **EDUCATION**

B.S. General Studies, Psychology Emphasis Brigham Young University

A.S. Nursing, Brigham Young University, R.N. Licensure Utah, Colorado, Texas, Michigan

#### **EXPERIENCE**

#### EXECUTIVE DIRECTOR, American Preparatory Schools, 2006-present

- Provide comprehensive school management services to multiple Utah charter schools
- Train 300+ teachers annually
- Provide consulting services to public, private and charter schools in various states and international schools.

FOUNDER, American Preparatory Academy, Draper, Utah, 2003

#### SCHOOL DIRECTOR -2003-2008

- Developed school model, wrote school charter
- Organized and directed volunteers to accomplish all start-up activities
- Manage day-to-day operations of school: 2.5 million annual budget
- Oversee all aspects of school performance, 530 students, 65 employees

#### EXECUTIVE DIRECTOR, Children First Utah, Salt Lake City, Utah, 2002-2003

- Assisted low-income families in applying for and receiving private school scholarships
- Conducted fundraising campaigns to increase scholarship fund
- Increased number of students receiving scholarships by 100% over 18 months
- Wrote and designed marketing tools, including DVD
- Managed budget in excess of \$2 Million annually

## PRESIDENT, BOARD OF DIRECTORS, Utah Association of Public Charter Schools 2004-05

- Increased membership 150%
- Increased revenues 600%
- Developed organization's Guiding Principals & Objectives
- Led legislative initiatives on behalf of Utah Charter Schools

## DIRECTOR, BOARD OF DIRECTORS, Mothers Without Borders, 2000 to 2011

- Support organization in its mission to nurture orphaned an vulnerable children
- Developed program sites in Guatemala, Indonesia, Romania and Africa
- Lead medical and educational consultant for Zambian Family Resource Center

# PHILIP E. COLLINS

## SUMMARY OF QUALIFICATIONS

26 YEARS ACCOUNTING SUPERVISORY EXPERIENCE INCLUDING 17 YEARS EXPERIENCE AS DIRECTOR OF ACCOUNTING OR CONTROLLER.

- Full charge Controller with responsibility for all financial reporting.
- Accounted for multi-million \$\$ inventory and sales transactions.
- Controller of 200 retail outlets generating \$300 million.
- Director of Finance & Operations for a Manufacturing, Distribution and Sales organization.
- Implemented automated manufacturing, inventory and accounting systems.
- Developed and implemented an automated sales and accounting system.
- Cost Accounting for multi-million SS Manufacturing entity.

#### ACCOMPLISHMENTS

- Implemented Accounting and Audit Controls which enabled Organization to publish Accurate and Complete Financial Statements. Developed the financial plan and budgeting practices.
- Redefined the role of the Finance Departments from that of a traditional "enemy" to the Sales and
  Operations Groups to that of a support group which could be used to help all departments within the
  organization achieve their goals.
- Negotiated new contracts with vendors and customers that substantially alleviated a negative cash flow situation and allowed for the prompt collection of outstanding A/R.
- Reorganized billing and invoicing procedures accommodating 100% workload increase with a 30% reduction of staff personnel.
- Expedited retail operations sales reporting reducing lag time by 3 6 days and staff by 6 persons.
- Chairperson American Petroleum Institute, Petroleum Industry Data Exchange Petroex Committee.

#### EMPLOYMENT HISTORY

#### American Preparatory Schools

Business Manager – Finance and Administration 2010 - Present

Responsible for all accounting and operating functions.

#### E Excel International

Director - Finance and Administration Controller 2004 - 2010

Responsible for all accounting and operating functions including:

- Financial Statement Preparation and Presentation
- Budget formulation, implementation and reporting
- Supervision of Audits
- Inventory Control

Implemented MRR system for tracking production and inventory transactions. Implemented a purchase order system and related controls. Implemented a budget and management responsibility program. Designed a cash flow forecasting model and implemented cash controls improving cash flows by some \$1.0 million. Reduced inventory and significantly increased inventory turns. Designed and implemented a management bonus program based on fiscal and operational responsibility. Helped to design and implement a customer recruitment and retention program which increased both recruiting and retention by over 100%.

#### Printelligent - Salt Lake City, Utah

Director - Finance and Administration 2002 - 2004

Responsible for all accounting and operating functions including:

- Financial Statement Preparation and Presentation
- Budget formulation, implementation and reporting
- Banking Relationships Including Funding of Expansion
- Supervision of Audits
- Inventory Control
- Human Resources

Brought professional accounting management and associated control and information distribution to this organization. Implemented integrated financial systems to effectively control general ledger, accounts receivable, accounts payable and purchasing as well as light manufacturing and inventory control. These efforts allowed for a smooth and successful expansion the business to three major metropolitan areas of the United States. Reduced average AR collection from 70 days to 35 days. Reduced average invoice delay days from 14 to 2. Provided owners and management with accurate and timely financial reports for the first time in the company's history. Implemented a budget and involved senior management in the budgeting process, effectively giving them ownership of their functional responsibilities. Secured lines of operating credit and lease lines of credit in excess of \$1.3 million.

#### Curtis Computer Products, Inc. - Provo, Utah

Sr. Director - Finance, Administration and Operations - Controller 2000 - 2001

Responsible for all accounting and operating functions including:

- Financial Statement Preparation and Presentation
- Budget formulation, implementation and reporting
- Banking Relationships
- Supervision of Audits
- Inventory Control
- Human Resources

- Business Development
- Product Development
- Marketing
- Information Systems
- Manufacturing & Purchasing
- Customer Service

Redefined the role of the Financial Department in this organization allowing it serve as a tool to help the various Operations and Sales Departments achieve their goals and thereby strengthen the entire organization without adversely affecting accounting controls. As Director of Finance and Operations, educated the organization as to the need for fiscal control and individual responsibility for the continued growth and success of the company. Evaluated market potential within product groups and redefined those groups to better fit within selected channels of distribution. Implemented a web presence and expanded that presence to include the marketing of selected products.

#### Alpine Health Industries - Orem, Utah

Controller 1997 - 2000

Responsible for all accounting functions including:

- Financial Statement Preparation and Presentation
- Budget formulation, implementation and reporting
- Contract negotiation with Vendors
- Development of product cost

- Banking Relationships
- Supervision of Audits
- Inventory Control

Established Accounting procedures and controls that enabled this manufacturing organization to correctly and accurately measure its operational performance. Developed a product costing method which enabled operating and sales personnel to correctly assess the cost of production and correctly apply margins assuring profitable sales. Negotiated with suppliers to establish credit previously denied and to extend terms which would allow organization to remain viable. Established inventory controls which reduced inventory loss by over \$250 thousand. Trained department personnel and instilled self-confidence and self-actualization eliminating costly personnel turnover. Regained for the organization the confidence of lending institutions and outside independent auditors.

#### Sinclair Oil Corporation - Salt Lake City, Utah

Assistant Corporate Controller/Retail Controller 1990 - 1997

Directed financial operations accounting for and reconciling all refined oil product sales. Concurrently provided controller services for 200 retail outlets. Established operational accounting procedures. Designed, developed and streamlined accounting systems and automated procedures reducing staff. Reorganized billing and inspicing procedures. accommodating a 100% inspease in workload while reducing staff by 20% and increasing cash flow by 2 days. Initiated "Product Movement System" providing accounting reports for tax, marketing and supply control. Implemented Retail Accounting System responsible for reducing reporting lag time by 3 to 6 days while gathering daily operating information from 200 retail outlets. Directed accounting operations, hiring, training and supervision of accounting, and clerical personnel. Performed all accounting functions for Billing, Sales Accounting, Exchange Accounting, Pipeline Accounting, Retail Accounting and Exploration and Production Accounting.

Manager Billing/Retail Accounting 1987 - 1990 Supervisor - Billing and Invoicing 1984 - 1986

#### US Steel - Orem, Utah

Accounting Supervisor 1981 - 1984

Performed supervisory services for billing, invoicing and accounts payable. Performed extensive manufacturing cost accounting and associated analysis.

## COMPUTER

 IBM AS/400
 MAS90
 EXCEL
 JD EDWARDS

 WORD
 FRX Financial Reporting
 POWER POINT
 QUICKBOOKS PRO

 Great Plains
 FAS

## EDUCATION

Southern Utah University - Cedar City, Utah Bachelor of Science - Accounting

## Lisa D. Bennett

14064 S. Pepi Band Rd., Draper, UT 84020 801-440-6672; lbennett@apamail.org

EDUCATION: 2006 B.A. from Brigham Young University in Political Science, Statistics Minor

2018 MBA, Brigham Young University's Marriott School of Business

**HONORS:** Pi Sigma Alpha, Political Honor Society

Phi Kappa Phi, Graduate Honor Society

Builder of the Year 2017

#### **EMPLOYMENT:**

#### U.S. Congressman Dan Schaefer, CO

06/1985 - 09/1985

Administrative Assistant to the District Director

- Handled heavy casework load for constituents within the district.
- Served as a congressional emissary at public events.
- Granted writing, editing and signing privileges for congressional letters to constituents.
- Tasked with the Soviet Refusenik letter campaign and other special projects.

#### Union Pacific Resources Company

09/1990 - 09/1992

Administrative Assistant, Law Department

- Provided administrative support to the Environmental and Public Policy Directors.
- Produced department financial reports for the directors and Legal Vice President.
- Recognized by the Legal Vice President for special services to the company.

## St. Joseph County, Michigan, Independent School District

09/2006 - 06/2010

Teacher/Family Connection Coordinator

- Taught primarily special needs students in Elementary and Junior High Title I classrooms.
- Solicited and coordinated volunteers for all school activities and fundraisers.
- Prepared parent newsletters and weekly press releases for the Sturgis Journal "Chalk Talk" column.

#### American Preparatory Schools

08/2010 - current

Compliance Director

- Develop school district policies and procedures in accordance with legal requirements.
- Prepare federal, state, and private grant applications for supplemental programs. This involves collaboration with stakeholders and district personnel, data collection and needs assessment analysis, and preparation of strategic plans, timelines, and budgets.
- Manage over \$1 million in annual, non-Title grant-funded programs. Ensure that grants are implemented with fidelity, data is collected and utilized for continuous improvement, and reporting requirements are met.
- Work closely with administration and finance to identify gaps in program resources, develop proposed program budgets, allocate funds according to grant requirements, and report actual grant expenditures.
- Facilitate compliance activities and monitoring visits for Title I, Title II, Title III, and Accreditation.
- Prepare federal and state budgets and reports for the Utah Consolidated Application, including Title programs, Enhancement for At-Risk Children, Reading Achievement, Early Intervention, and Accelerated Students.
- Calendar and monitor completion of additional federal and state reports as required.

## **VOLUNTEER:**

- Heritage Community Recreation Association (hcrasportz.org) Founding Board Member and Secretary
- St. Joseph ISD Continuous Improvement & Monitoring System (CIMS) and Review and Analysis Team (RAT)
- Sturgis High School Principal's Steering Committee

#### **CERTIFICATIONS:**

- School Support Team (SST) Certified by the Utah State Board of Education
- "Say Yes to No" Trainer Certified by the National Institute on Media and the Family

Attachment 13 - Resumes - isa Bennett - ompliance

## **BRENT BURGGRAAF**

8037 South 7110 West West Jordan, Utah 84081 (801) 554-8299

Brent.Burggraaf@gmail.com LinkedIn: http://lnkd.in/pn2jgg

## **QUALIFICATIONS**

- Over 10 years of accounting experience, working as a property, trust, and global tech accountant.
- Extensive experience with monthly financial close process (reconciliations, journal entries, analysis).
- Extensive experience with accounting software programs (NetSuite, Great Plains, Microsoft Excel).
- Developed reports and software programs to easily present financial information.
- Improved processes through automating many computer tasks for quick and accurate completion.

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Dec 2017 – Current	General Ledger Accountant – American Preparatory Schools
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Jul 2014 – Oct 2017 Senior Accountant

Genesys Telecommunications Laboratories, Inc., Salt Lake City, Utah

General Overview: Created and maintained accurate financial records for global company.

Responsibilities:

• Bank Reconciliations: Performed bank reconciliations for 12 high cash flow accounts (\$1M+ in bank activity).

Posted bank, payroll, and American Express fees. Posted ZBA and wire transfers. Worked with A/R and A/P departments to ensure deposits and payments were posted.

• Flux Analysis: Explained variances (\$100K - \$3M+) in expense fluctuation from month over month.

Expense Adjustments: Accrued, reclassed, and deferred various monthly expenses, based on requested

information from other departments.

Prepaid Amortization: Amortized monthly expenses of prepaids, based on service period.

• FSA/HSA Reporting: Posted HSA funding, flex spending, and corresponding plan maintenance fees.

Allocated HSA employer contribution expense among 130+ departments.

Intercompany Entries: Cross-charged expenses to other company subsidiaries around the globe.

Ensured that the intercompany GL account had a zero balance each month.

Balance Sheet Review: Reviewed various receivable and payable balance sheet accounts, and followed-up

on outstanding items.

Check Deposits: Remotely scanned check payments received from clients for bank deposit, and

reported payments to the A/R department.

Mass Allocations: Allocated IT and facility expenses (\$3.5M+) among 200+ departments.

Program Automation: Automated close to 100 computer processes for easy, quick, and efficient

completion.

Oct 2006 – Jul 2014 Property Accountant

Extra Space Storage, Salt Lake City, Utah

General Overview: Created and maintained accurate financial records for 30+ storage locations.

Responsibilities:

Bank Reconciliations: Compared bank statement with store records, and resolved any variances.

• Financial Review: Compared expenses/earnings with prior months, and explained variances.

Invoice Review: Approved invoices for proper GL coding and payment.

Peer Review: Reviewed and approved accounting reports of fellow co-workers.

• Financial Reports: Assembled various financial reports into PDF format.

Customer Service: Coordinated problem solving of financial issues with management and individual

store managers, verbally and in writing.

Fixed Asset Review: Ensured that each fixed asset met the required cost minimum and was coded

correctly with the proper depreciation.

• Revenue & Expenses: Ensured that all types of revenue and expenses were coded correctly, and made

any necessary accruals/deferrals to reflect the correct amount for each month.

Mass Allocations: Prepared the GL coding to allocate invoice expenses among 1,000+ stores.

Program Automation: Automated close to 100 computer processes for easy, quick, and efficient

completion.

Software Experience: Windows7, Internet, Microsoft Office (Outlook, Word, Excel, Power Point), Adobe

Acrobat, Great Plains, Salesforce, NetSuite, BlackLine, Coupa, Workday, NetDocuments, Paymover, Paymentech, AutoHotkey, TM1, Concur, and SQL.

#### **EDUCATION**

BYU-Idaho Rexburg, Idaho Accounting Bachelor's Degree - August 2004

Major: Accounting Minor: Business Management

Job-Related Courses: Accounting Information Systems, Accounting Software,

Financial Management, Auditing, Economics

Cumulative GPA: 3.6

#### ADDITIONAL ACHIEVEMENTS

- Created budget software program.
- Created reconciliation software program.
- · Created journal entry software program.
- Created variance analysis report for financial reporting.
- Created e-mail software program.

Attachment 13 – Resumes - Brent Burggraa - Accountant

# Attachment 14

Competencies used for school leader selection

This section does not apply.

# Attachment 15

**Regional Director Resume** 

## Rachelle E. Hulet

5424 Cold Lake Street ● Las Vegas, NV 89148 ● (702) 539-0420 rachelle.hulet@apavegas.org

## **Professional Experience:**

School Director Fall 2014 - Present

Job Duties: Daily operations of facility. Enrollment and lottery of students in grades K-12. Manage all compliance items with the State of Nevada including testing, attendance, grading, SPED, ELL and FRAM programs. Coordination of all activities and volunteers including our Family School Organization. Oversees staffing of employees and

## **Founding School Committee**

benefits.

Fall 2011 - Fall 2014

Job Duties: Helped create and finalize charter school application. Organized parent information meetings. Initiated enrollment for first year of school. Organized procurement of furniture and supplies. Worked closely with Board of Directors to finalize lease, hiring and contracts.

## **AYSO Board Member**

**Spring 2011 - Fall 2014** 

Job Duties: Coordinate soccer schedules, coaching, training, and equipment for league with over 120 boys ages seven to nine. Participate in monthly board meetings to plan events and manage the entire league.

## **Airbrush Tan Technician**

May 2010 - Fall 2014

Job Duties: Provide personalized spray tan services to general public.

#### **Personal Trainer**

**July 2007 - January 2009** 

Job Duties: Maintain certification to educate clientele in nutrition and exercise.

Prepare individualized training program for over 20 clients to improve their fitness level and quality of life.

## **Medical Biller & Receptionist**

January 1998 - July 2004

Job Duties: Manage incoming phone calls, patient schedules, and referrals. Responsible for billing insurance companies and collection of payments.

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**Brigham Young University** 

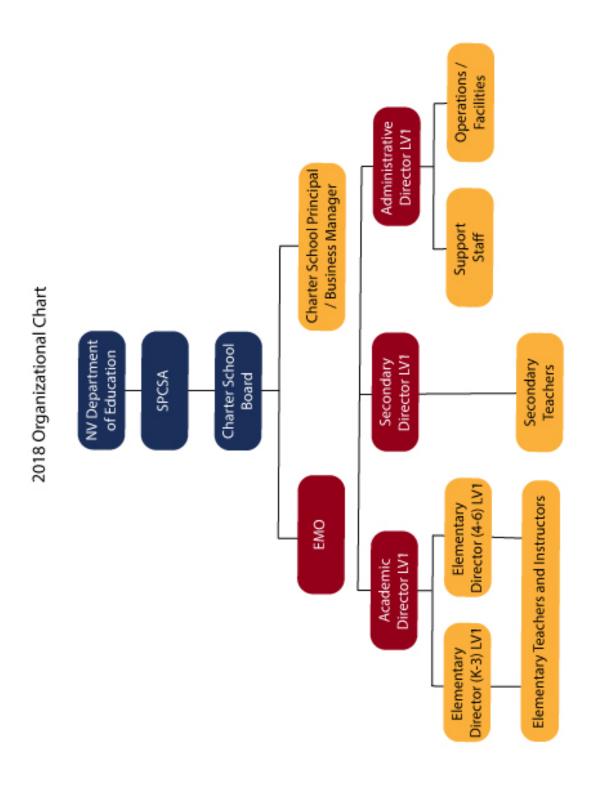
**September 2004 - June 2006** 

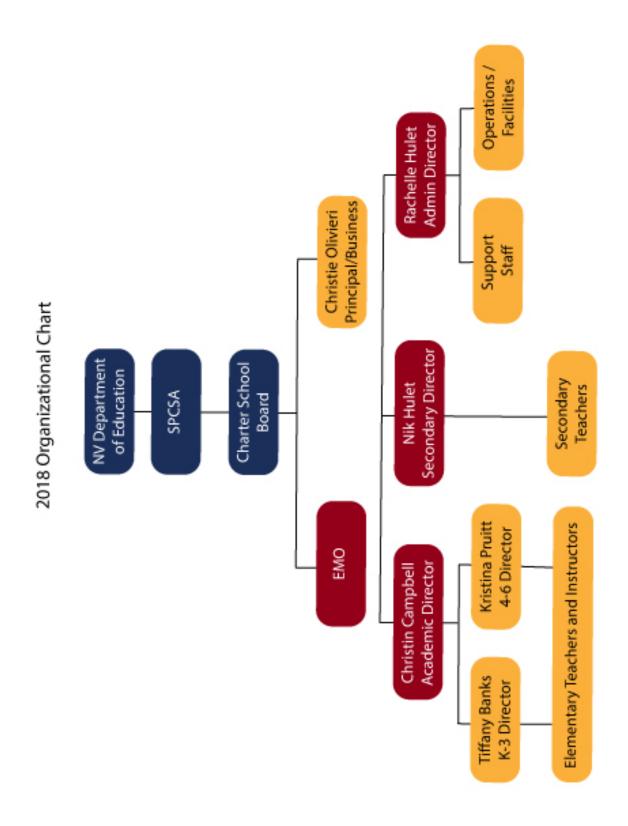
## **Personal References:**

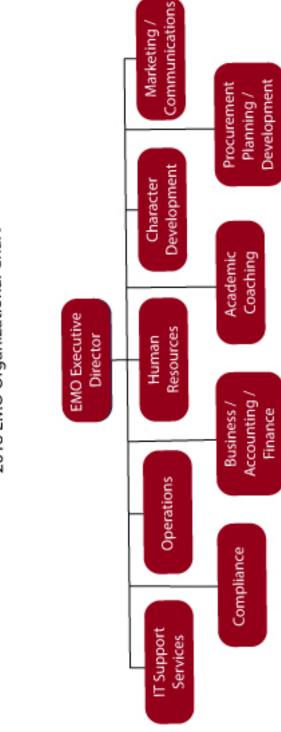
Merrill Landers UNLV Professor 702-241-3663 Tiffany Hawkins Southern Methodist University 214-914-4527

# Attachment 16

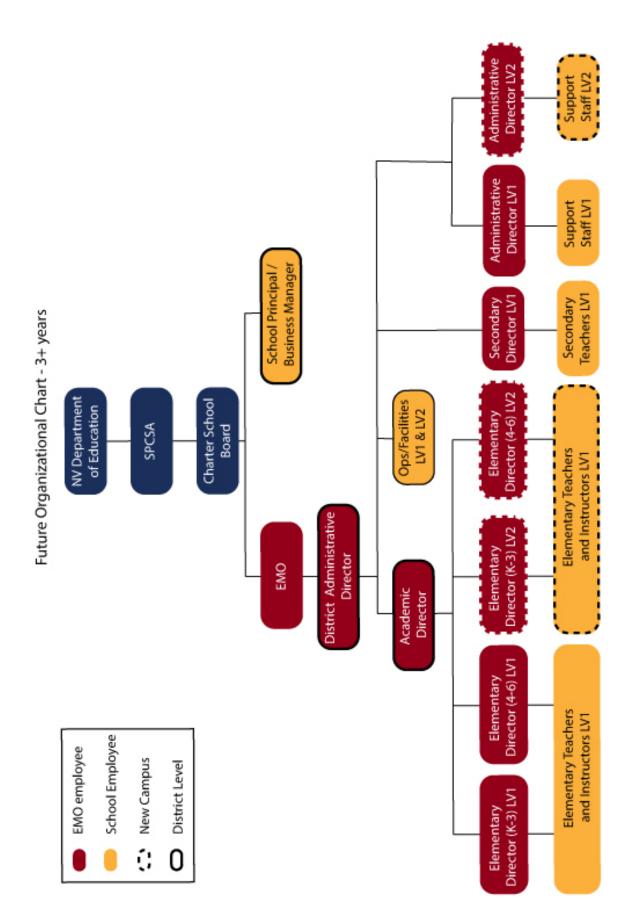
**Network and EMO Organizational Charts** 







2018 EMO Organizational Chart



# Attachment 17

**Board Member Information** 

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### **Background**

1. Name of charter school on whose Board of Directors you intend to serve

## American Preparatory Academy

2. Full name

ruii name	Rachel Lillian
Home Address	7579 Brisk Ocean Ave, Las Vegas, NV 89178
Business Name and Address	2.002
Phone Number	509-481-7181
E-mail address	ralillian@gmail.com

- 3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. I received my Bachelors Degree in Human Development and Family Studies, and also received my Early Childhood Teaching Certificate. I taught first grade for three years before starting my family. Once I had children I worked as an evaluator for Western Governors University helping others to become teachers. I also went back to school to renew my teaching license. I have always been interested and engaged in children's learning.
- Resume and professional bio are attached.
- 5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not

otherwise indicated in your response to Item 3, above). 
☑ Does not apply to me. ☐ Yes

- 6. Why do you wish to serve on the board of the proposed charter school? I have always loved taking an active role in education. I pursued a teaching career, received my Early Childhood Teaching Certificate, along with my Masters Degree in Literacy and Learning. I went back to renew my teaching license and upon completion of that this board position became available. I am interested in this position because I love being heavily involved in my children's education and school. Since moving to Nevada, I have a desire to be a part of something to help improve the education offered here, and feel this is a good opportunity to do that.
- 7. What is your understanding of the appropriate role of a public charter school board member? Board members have a direct impact on the overall success of the charter school. They are accountable for decisions and actions taken to ensure that the quality of education and teachers is the best, and that it exceeds the State's minimum requirements. They review financial matters, and make sure that the school and administrators have what they need to provide high-quality resources to the students and the school.
- 8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. This is the first board that I have served on. I would like to serve on this board because I want to take an active role in children's education; it is something that has always been incredibly important to me. As a teacher I knew that I was actively engaged in providing children with a great educational experience, being a member of this board once again provides me with an active role.
- 9. Describe the specific knowledge and experience that you would bring to the board.
  - I have a Bachelor of Science in Human Development and Family Studies, and Early Childhood Teaching Certificate. This has given me knowledge and understanding of different teaching philosophies and models.
  - I have a Master of Education in Teaching and Learning: Emphasis on Learning and Literacy. This has provided me with knowledge to know what teaching methods work for kids and to understand when a child shows difficulty in learning.
  - I taught for 3 years in an elementary school and 2 years in a pre-school.
  - While I was a teacher I headed the anti-bullying committee, was apart of the transportation committee, and helped with the special education integration program where I helped integrate special needs children into my classroom.
  - Worked as an evaluator for Western Governors University where I helped guide future teachers in their education.

#### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs? The primary goal for APA is that each child masters the fundamentals so that they may be successful at mastering higher-level skills. Once the fundamentals have been mastered they use sequential building of conceptual knowledge, which can be expressed by students. They believe in teaching children to have a virtuous character by accepting responsibility for their own education and being

"builders" of themselves and those around them. They also expect this of their teachers; they provide a very loving, positive atmosphere. Teachers receive training and collaboration with other teachers in delivering these methods.

- 2. What is your understanding of the school's proposed educational program? They use a liberal arts, classical education school model. They teach a broad range of topics and use three stages of knowledge acquisition (The Grammar phase, The Logic phase, and the Rhetoric phase). The students learn at their own pace, but master the fundamentals before they move on. Then they build on prior knowledge to ensure full understanding of the subject matter. They provide smaller group sizes for more personalized education and provide each class with a teacher and instructor to maximize one-on-one learning and to ensure mastery of skills being taught.
- 3. What do you believe to be the characteristics of a successful school? A successful school has teachers and students who are excited and engaged in the learning process and are motivated to do more. Both students and teachers will feel that the school environment is safe and cohesive to successful learning. A successful school promotes a learning environment where parents, teachers, students, and community are all involved and respected in the learning process. Teachers and staff need to make sure they are continually enthusiastic with their students and optimistic of their potential, and that they continue to provide educational excellence.
- 4. How will you know that the school is succeeding (or not) in its mission? Students will, at the very least, meet Federal and State requirements, if not exceed them. The overall atmosphere of the teachers and students needs to be positive and optimistic about the learning process. Comprehensive test results will help determine comprehension of students learning.

#### Governance

- Describe the role that the board will play in the school's operation. The board will meet to
  discuss and act on any items that will help the school to be successful. They will ensure that
  the EMO is following correct guidelines and procedures put out by the State and the Charter
  Authority.
- 2. How will you know if the school is successful at the end of the first year of operation? Once the school year is completed the board, faculty/staff, and members of our EMO will review all of the schools operations. From there we will decide what was successful and what needs to be changed. We will also review test scores to determine student comprehension.
- 3. How will you know at the end of three years of the school is successful? The students is performing higher than the national standards and will be able to show academic excellence. Our school should achieve high ratings for schools in Nevada. The students should show confidence in who they are and what they can achieve. The school should have a high graduation rate and the students who pursue a college education will be well prepared for the

rigorous learning environments they are faced with. Those who go directly into the workforce will be prepared to accept the responsibility their careers demand and all will be exceptional citizens.

- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Regular board meetings should be held. Positive and continual communication with staff and the EMO should take place. Review and discussion of policies, tests, finances, and procedures should take place often.
- 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? The first step would be to investigate the situation to determine whether self-dealing infractions have occurred. If they have occurred take proper steps to remove member from the board and if necessary take proper legal actions.

	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees. AT Yes I know them from Serving on the your together.
2.	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  I / we do not know any such employees.  Yes
3.	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
	□ I / we do not know any such persons. □ Yes
4.	Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

	$\Box$ I / we do not anticipate conducting any such business. $\Box$ Yes
5.	If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  Not applicable because the school does not intend to contact with an education service provider or school management organization.  Yes
	If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. N/A. $\Box$ I / we have no such interest. $\Box$ Yes
217	provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes
8.	Indicate whether you, your spouse or any relative within it divides a spot affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes
	Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. $\square$ Yes
Cei	rtification
	representation I am providing to the State Public Charter School Authority as a prospective board
	mber forCharter School is true and correct in every respect.

1 1 1 8 Date

## Statement of Assurances

## Revised June, 2015

1.	The charter school herein named,			Academy
		(nar	ne of charter school)	Supply 1

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

- 2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
- 3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
- 4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal andit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
  - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
  - Conduct and report on required examinations of students;
  - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
  - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520,
  - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
  - Submit reports regarding student truancy, transiency, attendance and dropout rates;
  - Submit reports of weapons and violence incidence;
  - Describe suspensions and expulsions; and
  - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
- 5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel

Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

## **Notarized Statement**

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grantle refusal or revocation of permission to operate said school. The undersigned also afficus that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Rochel Hiller	Pachel Lilliam			
Signature of Certifying Charter School Official	Name Printed			
Boowd Secretary Title	4-12-18 Date			
Subscribed and sworn to before me State of Nevada County of Clark				
This 12 day of April 2018	100/10			
date month year				

## Rachel A. Lillian

7579 Brisk Ocean Ave Las Vegas NV 89178 | Mobile: (509) 481-7181 | E-mail: ralillian@gmail.com

#### **PROFILE**

- A genuine interest in children and respect for their individuality.
- The ability to establish positive relationships with parents and other professionals.
- A talent for fostering children's appetite for learning and for motivating them through enthusiastic, imaginative presentation.
- Always willing to contribute in teacher groups, extra curricular activities, and helping to make a cohesive, respectful workplace.

#### WORK EXPERIENCE

## 2014-Current Secretary APA-LV Governing Board

**Responsibilities:** Attend board meetings to establish long-term vision for the school, discuss systems for student performance and staff accountability, and provide an advocate for the students. I create agenda's for board meetings, take meeting minutes, and provide feedback that is relevant

#### 2007-2009 Western Governors University- Elementary Education Evaluator

**Responsibilities:** Provided feedback and direction for students. Helped organize and direct conference calls with other evaluators. Provided a daily update containing the numbers of tasks to be evaluated by my team. Provided training for new evaluators.

#### 2004-2006 Sand Springs Elementary -1st Grade Teacher, Davis School District

Responsibilities: Employed a variety of teaching methods designed to capture students' interest and maximize individual learning. Collaborated with other teachers on assessments and lessons. Participated in after school program for kids. Recognized for excellent teaching abilities. Participated in after school tutoring program.

#### 2003-2004 Bluff Ridge Elementary – 1st Grade Teacher, Davis School District

Responsibilities: Planned and implemented lessons according to curriculum. Practiced positive discipline. I communicated and collaborated with parents and co-workers through class webpage, newsletter and other traditional methods. Provided a safe and stimulating learning environment. Led and implemented the Anti Bully program in the school. Identified children's individual and collective learning needs in planning, preparing and delivering instruction that catered for the full ability range within the class

#### 1998-2003 The Winning Edge - Marketing Prospector

**Responsibilities:** Contacted new and old customers for a variety of different companies marketing their products. Determined customer needs and reported back to management. Relied on for new ideas. Provided spreadsheets of updates.

#### **EDUCATION**

1998- 2002 Bachelor of Science in Human Development and Family Studies: Early Childhood Teaching Certificate

University of Utah

2003-2004 Master of Education in Teaching and Learning: Emphasis on Learning and Literacy

University of Utah

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

## **Background**

Da	cngiouiiu			
1. Name of charter school on whose Board				
	of Directors you intend to serve	American Preparatory Academy		
2.	Full name	Ernest William Elliott		
	Home Address	9945 Sharp Ridge Ave. Las Vegas, NV 89149		
	Business Name and Address	Spring Valley Hospital 5400 S. Rainbow Blvd		
	Phone Number	702-238-6787		
	E-mail address	Ernie.elliott@apavegas.org		
3. 4.	of this charter school.			
5.	Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  ☐ Does not apply to me. ☐ Yes			
6.	I have always loved taking an a education. I pursued a teachin Certificate, along with my Mas open position for this board an	board of the proposed charter school? active role in education; specifically my children's g career and earned my Secondary Education Teaching ter's Degree in Education Admin. I recently heard about an ad knew that I wanted to apply for it because I love to be n's school. Since moving to Nevada I have also wanted to be		

- a part of something to help improve the education offered here, and felt this would be a great opportunity to do that.
- 7. What is your understanding of the appropriate role of a public charter school board member? Board members have a direct impact on the overall success of the charter school. They are accountable for decisions and actions taken to ensure that the quality of education and teachers is the best, and that it exceeds the State's minimum requirements, they review financial matters, and make sure that the school and administrators have what they need to provide high-quality resources to the students and the school.
- 8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
  - I have a Bachelor of English: Professional Writing and Editing. I also had a secondary education teaching certificate. This has given me knowledge and understanding of different teaching philosophies and models.
  - I have a Master of Education in Administration. This has provided me with knowledge to know what teaching methods work for kids and to understand when a child shows difficulty in learning.
  - I taught for 4 years in a middle school
- Describe the specific knowledge and experience that you would bring to the board.
   My background in education and leadership. I have a great understanding of education, the education system, and what is good for students.

#### **School Mission and Program**

- 1. What is your understanding of the school's mission and guiding beliefs?
- The primary goal for APA is that each child masters the fundamentals so that they may be successful at mastering higher-level skills. Once the fundamentals have been mastered they use sequential building of conceptual knowledge, which can be expressed by the students. They believe in teaching children to have a virtuous character by accepting responsibility for their own education and being "builders" of themselves and those around them. They also expect this of their teachers; they provide a very loving positive atmosphere. Teachers receive training and collaboration with other teachers in delivering these methods.
- 2. What is your understanding of the school's proposed educational program? They use a liberal arts, classical education school model. They teach a broad range of topics and use three stages of knowledge acquisition (The Grammar phase, The Logic phase, and the Rhetoric phase). The students learn at their own pace, but master the fundamentals before they move on. Then they build on prior knowledge to ensure full understanding of the subject matter. They provide smaller group sizes for more personalized education and provide each class with a teacher and instructor to maximize one-on-one learning and to ensure mastery of skills being taught.
- 3. What do you believe to be the characteristics of a successful school? A successful school has teachers and students who are excited about the learning process and motivated to do more. Both students and teachers will feel that the school environment is safe and cohesive to successful learning. Students will, at the very least, meet Federal and State requirements, if not exceed them. A successful school promotes a learning environment where parents, teachers, students, and community are all involved and respected in the learning process.

4. How will you know that the school is succeeding (or not) in its mission? If the school is meeting its mission. Also, if the students are learning, growing, safe, and successful.

#### Governance

1. Describe the role that the board will play in the school's operation.

Board members have a direct impact on the overall success of the charter school. They are accountable for decisions and actions taken to ensure that the quality of education and teachers is the best, and that it exceeds the State's minimum requirements, they review financial matters, and make sure that the school and administrators have what they need to provide high-quality resources to the students and the school.

- 2. How will you know if the school is successful at the end of the first year of operation?
- Once the first year is completed members of the board, faculty/staff, and members of our EMO will review all of the schools operations. From there we will decide what was successful and what needs to be changed.
- Grade 10 will begin in year two, 11 will begin year 3, and 12 year 4
- During year 2 the second phase of construction will begin to include the high school portion of our facility.
- The success of our teaching model will take shape and the success of our students will show that.
- 3. How will you know at the end of three years of the school is successful?
- By the end of year 3 we will show the success of our school. Our students will be performing higher then the national standards and will be able to show academic excellence. Our school will be rated in the top schools of Nevada. And the students will have confidence in who they are and what they can achieve. We will have a higher graduation rate and the students who pursue a college education will be well prepared for the rigorous learning environments they are faced with. Those who go directly into the workforce will be prepared to accept the responsibility their careers demand and all will be exceptional citizens.
- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
- A successful school promotes a learning environment where parents, teachers, students, and community are all involved and respected in the learning process. During the first year it is crucial that the board continually assesses and checks the performance of leaders and staff. They need to make sure that they continue to be enthusiastic with their students and optimistic of their potential, and that they continue to provide educational excellence. And when needed the board needs to recruit and hire school staff who will also meet these expectations.
- 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The first step would be to investigate the situation to determine whether self-dealing infractions have occurred. If they have occurred take proper steps to remove member from the board and if necessary take proper legal actions.

	Start-up Charter School Board Member Information			
	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes			
2.	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  I / we do not know any such employees.  Yes			
3.	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  I / we do not know any such persons.  Yes			
4.	Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes			
5.	If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  Not applicable because the school does not intend to contact with an education service provider or school management organization.  I / we do not know any such persons. I Yes			
6.	If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.   N/A.  Yes			

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate

 $\square$  N/A.  $\boxtimes$  I / we or my family do not anticipate conducting any such business.  $\square$  Yes

the precise nature of the business that is being or will be conducted.

<ul> <li>8. Indicate whether you, your spouse or any relat affinity are a director, officer, employee, partnewith, any organization that is partnering with t provided this information in response to prior \overline{\text{\text{Does not apply to me, my spouse or family.}}</li> </ul>	the charter school. To the extent you have items, you may so indicate.
<ul><li>10. Indicate any potential ethical or legal conflicts should you serve on the school's board.</li><li>☒ None. ☐ Yes</li></ul>	of interests that would, or are likely to, exist
Certification	
I, Ernest William Elliott, certify to the best of my kr providing to the State Public Charter School Author Preparatory Academy Charter School is true and co	rity as a prospective board member for American
Signature	4/12/18 Date

## Statement of Assurances

Revised June, 2015

1.	The charter school herein named,	America Prop Azuley	
		(name of charter school)	

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

- 2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
- 3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
- 4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
  - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
  - Submit accountability and progress reports throughout the academic year;
  - Conduct and report on required examinations of students:
  - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
  - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
  - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
  - Submit reports regarding student truancy, transiency, attendance and dropout rates;
  - Submit reports of weapons and violence incidence;
  - · Describe suspensions and expulsions; and
  - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
- 5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

## **Notarized Statement**

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Let last	Ernest Ellist
Signature of Certifying Charter School Official	Name Printed
Board Member	4-12-18
Title State of Nevada County of Clark	Date

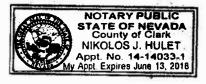
Subscribed and sworn to before me

This 12 day of Apr:\ 2018

date month year

(Notary Public Seal)

Ment-



# **Ernest William Elliott**

9945 Sharp Ridge Ave • Las Vegas, NV 89149 • (702) 238-6787 • erniewelliott@gmail.com

#### **PROFESSIONAL OBJECTIVE**

Utilize my leadership experience and Master's degrees in Education Administration and Healthcare Administration to excel as member of the Governing Board at American Preparatory Academy in Las Vegas, NV.

#### **KEY QUALIFICATIONS**

- Masters of Education (M.Ed.) in K-12 Education Administration
- Masters of Healthcare Administration (MHA)
- Middle school English teacher, athletic director, and department chair
- Integrated and directed multiple outpatient service lines at Spring Valley Hospital
- M3 training in Lean Processes, Customer Centered Leadership, and Resourcing High Quality and Safe Care
- West Coast Area lead for marketing and analytics

## RELATED PROFESSIONAL EXPERIENCE

#### Healogics - Spring Valley Hospital

Las Vegas, NV

Director - Outpatient Wound Care Clinic & Limb Salvage Program

2014 – Present

- Direct and implement 2 new outpatient service lines (wound care and limb salvage)
- Identify areas of improvement and implement improvement strategies
- Managing panel physicians, nurses, and staff (including hiring, development, coaching)
- Managing budgets and expenses of wound care and limb salvage program
- Ensuring ROI of capital invested into program and implement process improvements
- Maintain JCAHO accreditation and standards
- Charge reconciliation of all facility charges; insurance verification and research
- Responsible for budget and goal achievement of wound care department

#### Johnson & Johnson Pharmaceuticals

Las Vegas, NV

Senior Sales Representative

2011-2014

- Training new colleagues in pharmaceutical studies, presentation skills, and computer skills
- Regional analytics lead for data tracking and analytical analysis
- Controlling territorial budget and ensuring positive ROI of local finances

#### Pfizer Pharmaceuticals

Boise, ID/ Las Vegas, NV

2007-2011

Territory Specialist Representative

- Mentored and trained new employees in the region
- Presented educational information to large medical associations and pharmacy groups
- Educated medical surgeons and neurologists in application of medications and insurances

## Melba School District

Melba, ID 2005-2007

Middle School English Teacher/Dept. Chair

English Department chair

- Athletic Director and coach of multiple sports
- High Direct Writing Assessment scores for students

# **Ernest William Elliott**

9945 Sharp Ridge Ave • Las Vegas, NV 89149 • (702) 238-6787 • erniewelliott@gmail.com

#### WORK HISTORY

Healogics - Spring Valley Hospital
Director - Outpatient Wound Care

Las Vegas, NV 2014 – Present

Johnson & Johnson Pharmaceuticals

Las Vegas, NV

Senior Sales Representative

2011-2014

Pfizer Pharmaceuticals

Boise, ID/Las Vegas, NV

Territory Specialist Representative

2007-2011

Melba School District

Melba, ID

Middle School English Teacher/Dept. Chair

2005-2007

## **EDUCATION**

University of Nevada, Las Vegas Masters of Healthcare Administration

Las Vegas, NV 2013-2015

**Grand Canyon University** 

Masters of Education: K-12 Education Administration

Phoenix, AZ 2006- 2007

**Idaho State University** 

State of Idaho Teaching Certificate

Pocatello, ID

2005

Brigham Young University-Idaho

Bachelor of Arts: English-Professional Writing and Editing

Rexburg, ID

1997-2003

## LEADERSHIP / SKILLS DEVELOPED

- Launched outpatient wound care center and limb salvage program at Spring Valley Hospital
- Developed *Limb-salvage Team* with local medical experts in different areas across the Las Vegas valley
- Presented at Spring Valley Hospital Annual Leadership Conference
- Managed day-to-day operations of a new hospital service line
- Assisted in development of additional outpatient service lines (PT, Pharmacy)
- Lead local and regional colleagues in analytics, performance, and budget tracking

## **REFERENCES**

Available upon request

#### Board Member: Jonathan L. Gardner

#### I. Background

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

My date of birth is 6/7/1973.

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

My wife and I have several young children and we are active participants in their education. With a desire to ensure they are receiving the highest available quality of education, we have spent much time and effort researching and visiting other charter and private schools in Las Vegas. It has been a frustrating effort to find highly rated schools that are:

- a) affordable,
- b) have vacancies,
- c) are located in the Southwest area.

By coincidence, my wife is a long-time friend of Rachelle Hulet. We became aware of her efforts to start a charter school in our geographical area and we were immediately interested. We have since had an opportunity meet with Carolyn Sharette, Executive Director of American Preparatory Academy, a Utah Charter School, and toured one of APA's campuses in Utah. We are convinced of APA's educational excellence and have chosen it as the model for our proposed charter school.

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

I have a passion for excellence in education. Besides my own full-time employment, I have been teaching part-time at CSN (College of Southern Nevada) for the past 12 consecutive semesters, and at a couple of other higher-education institutions in previous years. I have considered pursuing a Ph.D. in Education because I feel there are great opportunities to help improve education in Nevada. Serving on the board of this charter school allows me to have an immediate and far-reaching impact on education in Southwest Las Vegas.

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

I have not served on the board of a school district, but I have other not-for-profit management experience. For 5-6 years I served as a board member of the Sunset Trails Homeowners Association; I served part of that time as President, and part of that time as Treasurer.

I have also been closely associated with another not-for-profit corporation for over 4 years called The Braille Resource & Literacy Center, which is an organization aimed at improving literacy and education in blind children.

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

Ultimately each board member's responsibility is to help create and maintain an environment which results in a level of educational quality that exceeds the State's minimum requirements. More specifically, board members must actively participate in the researching and the decision-making processes that facilitate operations of the school and ensure that teachers and administrators have the tools and support they need to be successful.

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

Attachmenthave-sevendulemberowiergeatioexperienthan havednerasters in Business Administration and I have owned and operated several successful businesses.

- I have 10+ years of financial management experience at both large and small companies.
- As mentioned above, I am currently in my 12th consecutive semester as a
  part-time instructor at CSN. Being a member of the board while also a
  member of CSN's faculty give me a unique perspective in the transition of
  students from high school to college.
- I am currently a Strategic Sourcing Manager for Caesars Entertainment Corporation. My experience in Sourcing, as well as my potential access to Caesar's non-profit community outreach programs, could be a valuable resource to our school.
- 7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
  - At the end of Year 1, members of the board, members of faculty/staff, and members of our EMO will conduct an intensive review of all areas of the school's operations. Areas for improvement will be identified and aggressively pursued.
  - Year 2 will begin the roll-out of Grade 10, with Grades 11 and 12 rolling out in Years 3 and 4. We intend to be serving Grades K through 12 by Fall 2016.
  - Year 2-3 will begin Phase 2 of Construction, which will expand the high school portion of our facility (Phase 1 will fully accommodate K-10).
  - In Year 4, we will be soliciting community support to raise funds for the construction of a full-sized performance auditorium.
  - By the end of Year 4, we will have proven our concept. We will be delivering quantifiable excellence in all of the standard areas of education. Our students will be demonstrating math and literacy proficiency rates rivaling the best schools in Nevada, as will our graduation rate. More of our students will go on to college, and those that don't will be otherwise better prepared to contribute to society.

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#### II. Educational Philosophy

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

Students are taught to truly appreciate and take ownership of their education; they learn to take responsibility. Teachers use the same proven pedagogy; consistency in methodology across all Subjects and Grade levels allows students to focus on absorbing the content rather than being distracted by wide variations in teaching delivery. Faculty members receive much training, coaching and feedback.

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

APA offers a Classical Education (reading, writing, arithmetic) using time-tested and proven Direct Instruction methods. Through the use of smaller classrooms, smaller teacher/student ratios, and student-mix based on proficiencies rather that Grade level, the subjects of Mathematics and Reading/Writing are more successfully taught to true mastery.

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

At a minimum, teachers must adequately educate their students to a level which meets the Federal and State mandated standardized testing requirements. However, a successful school is more than this. We will feel successful when teachers are excited and properly motivated to provide excellence in their teaching, and students are excited and motivated to learn. The board is responsible for the recruiting and hiring of the school administrator and other key leadership positions. During the first year or two, the board must be actively monitoring and assessing the performance of these key leaders to ensure they share our vision of educational excellence and they are successfully propagating this vision to the teachers they manage.

#### III Conflict of Interest Disclosure

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

Rachelle Hulet is a long-time acquaintance of my wife. They have known each other since 1994-1995 where they met as students at Brigham Young University. During the past 7-8 years, my wife and Rachelle have become close friends and frequently participate in the same social activities.

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

N/A

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

N/A

14. If the school proposes to partner with an ESP/EMO/CMO, do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

We are partnering with American Preparatory Schools out of Utah. Before our selection of this EMO, neither my wife nor I had any relationships or dealings with any of their employees, owners, or agents. All interactions have been strictly in the professional pursuit of establishing the school.

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

No.

16. Do you anticipate conducting any business with the educational service provider/EMO, the school, or both? If so, describe the potential relationship.

No.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

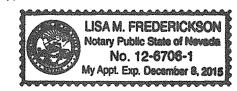
None.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

Once evidence is deemed irrefutable, the proper steps would be taken to remove the errant board member from the board and the SPCSA would be notified. If necessary, legal council would be sought and civil/criminal legal actions initiated to protect the interests of the School and the children.

# AFFIDAVIT FOR SERVICE AS A MEMBER OF THE GOVERNING BODY OF A CHARTER SCHOOL

STATE OF NEVADA				
County of <u>CLARK</u> ) ss.				
COMES NOW <u>Jonathan Lee Gardner, being</u> first duly sworn, duly states under penalty of perjury as follows:				
1. I am currently residing at7154 Bird Cherry St, Las Vegas, NV 89148				
2. I intend to serve on the governing body of American Preparatory Academy - Las Vegas, a public charter school in Nevada.				
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.				
4. There are not any such charges pending to the best of my knowledge.				
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.				
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.				
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."				
DATED this 13 day of March, 2013.  Signature:				
SUBSCRIBED and sworn to before me by: <u>Jonathan Lee Gardner</u>				
this 13th day of March, 2013.				
Sysamtre Levicker Notary Public				



# JONATHAN L. GARDNER

7154 BIRD CHERRY STREET LAS VEGAS, NEVADA 89148 (702) 400-4910 JLG@GARDNERZ.ORG

#### EDUCATION

# Master of Business Administration, Brigham Young University

Emphasis in Finance, Entrepreneurship, Real Estate

Provo, UT

April 2004

# Bachelor of Science, Statistics, Brigham Young University

Minor in Mathematics

Provo, UT

December 1997

#### EDUCATION-RELATED EXPERIENCE

#### Part-time Instructor, College of Southern Nevada

Dept of Mathematics and Dept of Business Administration

Las Vegas, NV Aug 2008 - Present

Currently teaching 13th consecutive semester

#### Teaching Assistant, Marriott School of Management, Brigham Young University

Taught principles of Real Estate Finance to graduate students.

Provo, UT

Winter Semester 2004

# Adjunct Business Professor, Provo College, Business Department

Taught TOM: Total Quality Management course.

Provo, UT

Fall Term, 2003

# **Teaching Assistant, Department of Statistics, Brigham Young University**

Taught Introduction to Statistics courses (6 semesters of classroom instruction).

Provo, UT

Jan 1995 - Dec 1997

# BUSINESS EXPERIENCE

#### Consultant, APR Consulting, Inc.

Provides professional services to Caesars Entertainment Corporation.

Las Vegas, NV

May 2012 - Present

- Research company-wide Facilities Spend by Property to find opportunities for strategic
- Consolidate Property-specific product and service agreements into Regional or National agreements, leveraging company-wide spend to negotiate better pricing and efficiencies.
- Projected negotiated savings of \$1.5 million in the first three months.

#### Owner, Luxury Copper, LLC

Importer and distributor of copper kitchen & bath products

Las Vegas, NV Nov 2006 - Present

- Manage all Accounting and Finance functions: budgeting, forecasting, bookkeeping, tax.
- Negotiate and draft all contracts, including Supplier, Dealer, and Rep Agreements.
- Actively follow commodity, labor, and shipping costs for contract renegotiations.
- Hire, train, and manage external sales reps.

#### Business Consultant, Credsystems, LLC

Las Vegas, NV

July 2008 - May 2012

Management consulting firm focusing on owners of small businesses

- Help clients establish entities, draft plans, build corporate credit, and secure financing.
- Guide clients through legal, accounting, and industry compliance standards.

# Co-Founder and Vice President of Finance, Mach 3 Internet Services, LLC

Alvarado, TX Apr 2005 - Aug 2009

Broadband wireless Internet service provider in rural Texas

- Managed acquisition of towers and client/server-side radio and computer equipment.
- Drafted all legal documents for establishing and expanding operations.
- Built company from start-up to \$1.3 million valuation merger with regional competitor.

# JONATHAN L. GARDNER

7154 BIRD CHERRY STREET LAS VEGAS, NEVADA 89148 (702) 400-4910 JLG@GARDNERZ.ORG

# INDUSTRY EXPERIENCE (CONTINUED)

#### Regional Director of Strategic Market Research, Beazer Homes USA

Las Vegas, NV Feb 2006 – Oct 2006

National homebuilder

- Reported to National VP of Strategic Planning and Regional/Division Presidents.
- Directed division-level market research covering five Western States divisions.
- Analyzed competitors to recommend and justify shifts in Division Pricing Strategy.
- Provided technical and software training to divisional Market Research Analysts.

# Finance Manager, Beazer Homes USA

Las Vegas, NV

May 2004 - Feb 2006

- Supported the VP of Finance and Accounting for the Nevada Division
- Utilized spreadsheet pro forma modeling to compile and analyze all data pertaining to the purchase and development of land, construction, and sales of future homes.
- Assembled due diligence portfolios detailing prospective land acquisitions for corporate consideration. Obtained approvals totaling over \$140 million.
- Created and generated quarterly, monthly, and ad hoc reports.
- Reviewed and ratified contracts for all new home sales.

# Senior Financial Analyst, BEA Systems, Inc.

San Jose, CA

Summer 2003 MBA Internship

- Provider of Enterprise Application Infrastructure Solutions (middle-ware)
- Participated on the Corporate Financial Planning & Analysis Team.
- Designed "Billion Dollar Benchmark" study comparing competitors at \$1billion revenue.
- Constructed competitive analysis report for use in quarterly financial press releases.

# Owner, jg.Consulting

Arlington, TX

Small Business IT consulting firm

Apr 2000 – Aug 2002

- Provided full technology support, including all software, hardware, and networking.
- Bid-out, awarded, and managed sub-contractors for large projects.

#### **Statistician,** Video Access Inc.

Dallas, TX

Supplier of streaming video news content to newspaper, radio, and magazine websites

Feb 2000 – Oct 2001

- Designed and implemented statistical tracking processes for all internet traffic.
- Provided statistical analysis services to top-level clients.

#### Actuarial Consultant, Hewitt Associates LLP

Lincolnshire, IL

Aug 1999 - Jan 2000

Benefits consulting firm

- Valuated over \$1 billion combined pension asset funds for organizations such as Trans World Airlines (TWA), Pharmacia & Upjohn, and the Archdiocese of Chicago.
- Determined Minimum Required Contributions as prescribed by IRS pension guidelines.
- Analyzed corporate compensation plans for inclusion in annual Benefit Index study.

#### **Actuarial Associate,** Allstate Life Insurance Company

Northbrook, IL

Feb 1998 - Aug 1999

- Calculated premium reserves for life insurance products.
- Prepared financial statements for Annual Reports.
- Discovered and corrected Reserve miscalculations recovering millions to Net Income.
- Managed conversion of legacy mainframe-based processes to PC-based processes.

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

	ckground	
l.	Name of charter school on whose of Directors you intend to serve	e Board APA - LV
	or on occord you mitoma to berve	
2.	Full name	Lee Igl ody
	Home Address	2300 W. Sahara Ave. STE 900, LV, NV 89102
	Business Name and Address	
	Phone Number	702-425-5366
	E-mail address	lee@iglody.com
3. 4.	of this charter school.	nt history and discussion of qualifications to serve on the board
	Resume and professional bio	are attached.
5.		
6.	Why do you wish to serve on the	board of the proposed charter school?

7. What is your understanding of the appropriate role of a public charter school board member? Ensure mission of school is implemented in compliance with applicable laws and regulations, and in

the best interest of the students and community.

I believe in school choice and making educational excellence available to all.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have been a member of APA-LV's board from the beginning.

9. Describe the specific knowledge and experience that you would bring to the board. My years of work in the charter school world.

School Mission an	d Program
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See attached.

- 1. What is your understanding of the school's mission and guiding beliefs?
- 2. What is your understanding of the school's proposed educational program?
- 3. What do you believe to be the characteristics of a successful school?
- 4. How will you know that the school is succeeding (or not) in its mission?

#### Governance

See attached.

- Describe the role that the board will play in the school's operation.
- How will you know if the school is successful at the end of the first year of operation? 2.
- How will you know at the end of three years of the school is successful?
- What specific steps do you think the charter school board will need to take to ensure that the school is successful?
- How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

#### D

Dis	sclosures
1.	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes
2.	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  I / we do not know any such employees.  Yes

	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
	☑ I / we do not know any such persons. ☐ Yes
4.	Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
	$oxed{oxed}$ I / we do not anticipate conducting any such business. $oxed{oxed}$ Yes
5.	If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  Not applicable because the school does not intend to contact with an education service provider or school management organization.  I / we do not know any such persons.  Yes
6.	If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description N/A. $\boxtimes$ I / we have no such interest. $\square$ Yes
7.	If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  N/A. I / we or my family do not anticipate conducting any such business. Yes
8.	Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes
10.	Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  None.  Yes

Certification	
the information I am providing to th	, certify to the best of my knowledge and ability that ne State Public Charter School Authority as a prospective board Charter School is true and correct in every respect.
CW	4/13/18
Signature	Date

# Statement of Assurances

# Revised June, 2015

- 1. The charter school herein named, American Preperatory Academy Las Vegas, shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
- 2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
- 3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
- 4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
  - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
  - Submit accountability and progress reports throughout the academic year;
  - Conduct and report on required examinations of students;
  - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
  - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
  - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
  - Submit reports regarding student truancy, transiency, attendance and dropout rates;
  - Submit reports of weapons and violence incidence;
  - Describe suspensions and expulsions; and
  - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
- 5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

#### Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Signature of Certifying Charter School Official

Name Printed

Title

Date

Subscribed and sworn to before me

date

month

vear

Michille Harrell

# **Board Member: Lee Iglody**

#### I. Background

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

Affirmed.

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

I was approached by Rachelle Hulet.

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

I would like to serve on the board because I am excited to help introduce additional school choices to the children of Nevada.

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

I have not had the privilege to previously serve on a board of a school district or not-for-profit corporation. I am convinced the program Mrs. Hulet and American Prepatory Academy plan to introduce will yield great results. As an experienced corporate and business attorney, I hope to make a valuable contribution, in a modest way, to the school's success.

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

To ensure the charter school complies with all state and federal laws, as well as its mission as stated in the charter application.

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

My business and corporate background will help on the administrative side of operating the school. In addition, I bring general management knowledge.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Towards the end of the first year APA-LV will have resolved any operational issues associated with opening a new school with a brand new student body. Teachers, parents, administrators and the board will be accustomed to each other and have united to lead the school onto a successful new academic year.

#### II. Educational Philosophy

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

A core knowledge school stresses education in the core areas and that real student achievement requires a solid foundation of the fundamentals. Mastery of those fundamentals includes repeated instruction at increasingly difficult levels. The school's mission is to ensure that all students find the maximum academic success through achievement at the mastery level

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

I am familiar with the Trivium of grammar, logic and rhetoric. I am also familiar with the structured learning environment, and the fast-paced rate at which students are taught. I would describe this program as aggressive and successful. It has been a proven success and as students are taught and expected to master the content, they will meet the expectations of the school. This will give them more confidence and a greater desire to learn.

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

A successful school is one in which all employees and stakeholders believe in the philosophy and educational program of the school and are unified in their mission to educate students. Success comes when students achieve and that achievement becomes the standard, not the exception. A successful school understands the need for parental support and requires that support and commitment from parents. Finally, a successful school is a positive, safe, uplifting environment for students where they are given the opportunity to find the maximum academic success. In order to achieve this, the school needs:

- 1. A unified board where all members put the needs of the school first.
- 2. A principal with the vision and leadership necessary to help teachers find success in the classroom. This may require training in curriculum, student engagement strategies, frequent classroom visits with instructional feedback, and the desire to do the right thing, not just the popular thing.
- 3. Teachers who are trained in the curriculum and who are not tenured, burned out, or just waiting to retire.
- 4. Stakeholder support, specifically parents and community members, and requiring parents to be involved in their child's education through volunteer time at the school and working with students at home.
- 5. Students who can learn at their level, not at the classroom level, and small class sizes so students feel like they are an important part of the school community.
- 6. Clear expectations for students and educators and consequences when those expectations are not met

#### III. Conflict of Interest Disclosure

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

I am friends with Jeff Hulet, the husband of Rachelle Hulet. Jeff and I have worked together in the law in the past. Our law practices do not involve either the CCSD or educational related issues or entities.

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

No relationship

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

No plans and no intentions.

14. If the school proposes to partner with an ESP/EMO/CMO, do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

I am familiar with American Preparatory Academy in Utah (APA) and its EMO; however, I do not have any in-depth relationship with any employee, owner or agent of APA.

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

No relationship, ownership, employment or other contractual of management interest of any kind.

16. Do you anticipate conducting any business with the educational service provider/EMO, the school, or both? If so, describe the potential relationship.

No business anticipated or planned.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

None.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

The interests of the children is paramount, and my duty of loyalty is to them. Any allegation of self-dealing is the subject matter of the charter and various state and federal laws. I would seek verification and then proceed with reporting and remedial measures promptly.

Lee I. Iglody, Esq.
Iglody Law
5940 South Rainbow Blvd
Las Vegas, Nevada 89118
(702) 425-5366
lee@iglody.com

#### **Educational History:**

Juris Doctor, May 2000, Northern Illinois University College of Law. Bachelor of Arts, Economics, August 1994, University of Nevada, Las Vegas

**Employment History:** 

#### **Attorney**

Iglody Law

February 2009 — Present

Complex corporate and partnership dissolution disputes, from inception to trial, if necessary, and a wide range of business related services, from formation to expansion and certain kinds of insolvency.

#### Attorney

Gordon & Silver, Ltd.

June 2006 — February 2009

At Gordon & Silver Mr. Iglody worked on a range of business and bankruptcy related matters, including notable achievements in corporate fraud and breach of duty cases. Mr. Iglody expanded upon his trial experience in State and US Bankruptcy courts, and even traveled to Reno for trial and mediations for Las Vegas based clients.

#### Attorney

Marquis & Aurbach

October 2001 — June 2006

At Marquis and Aurbach, Mr. Iglody was fortunate to work on a wide-array of business cases, ranging from landlord/tenant disputes and general real estate litigation to complex corporate dissolution disputes, including two of the largest law firm dissolutions in Nevada history. Mr. Iglody took numerous cases to trial, at first with the assistance of seasoned senior partners, and then, finally, by himself. His trial work included numerous jury and non-jury trials, as well as arbitrations.

Law Clerk, Business Court

**Eighth Judicial District Court** 

May 2000 — September 2001

Mr. Iglody served as Law Clerk to the Honorable Gene T. Porter, our very first Business Court Judge in the newly created Business Court for Clark County. As Law Clerk, Mr. Iglody was blessed with the opportunity to work on all kinds of business cases, big and small, and to watch one of Nevada's finest judges preside over trials that often brought some of the best trial attorneys from inside and outside the State to court.

#### Proposed Member: Paris S Bayardo

#### I. Background

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

My date of birth is 11/25/1985

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

My wife and I have young children and we will be active participants in their education. With a desire to ensure they are receiving the highest available quality of education, we have spent much time and effort researching and visiting charter and private schools in Las Vegas. We have found that there are not many options.

By coincidence, I am a good friend of Greg and Whitney Headlee. We became aware of their efforts to start a charter school in our geographical area and we were immediately interested.

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

I have a passion for quality education. I am hispanic and grew up in a less fortunate area. Our social standing and where we lived limited my education and my options. Since, I have graduated from UNLV and have became an active advocate for troubled, less-fortunate, and hispanic youth looking for a better education. I would like this opportunity to serve on the board to help my community.

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

I have not served on the board of a school district or a non-for-profit corporation. I wish to serve in this capacity because I have a passion for helping youth succeed by giving them those tools and creating a quality environment.

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

Ultimately each board member's responsibility is to help create and maintain an environment which results in a level of educational quality that exceeds the State's minimum requirements. More specifically, board members must actively participate in the researching and the decision-making processes that facilitate operations of the school and ensure that teachers and administrators have the tools and support they need to be successful.

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

- I have several areas of knowledge and experience. I have a Bachelors in Business Administration with an emphasis in Marketing and I have owned and operated several successful businesses.
- I have 7+ years of financial management experience
- Through UNLV, I helped troubled young latin-american youth through a tutoring program
- I am currently own and operate my own Marketing and Consulting business. I am also a Strategic Market Manager for a local Hospice company.
- 7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
  - At the end of Year 1, members of the board, members of faculty/staff, and members of our EMO will conduct an intensive review of all areas of the school's operations. Areas for improvement will be identified and aggressively pursued.
  - Year 2 will begin the roll-out of Grade 10, with Grades 11 and 12 rolling out in Years 3 and 4. We intend to be serving Grades K through 12 by Fall 2016.
  - Year 2-3 will begin Phase 2 of Construction, which will expand the high school portion of our facility (Phase 1 will fully accommodate K-10).
  - In Year 4, we will be soliciting community support to raise funds for the construction of a full-sized performance auditorium.
  - By the end of Year 4, we will have proven our concept. We will be delivering quantifiable excellence in all of the standard areas of education. Our students will be demonstrating math and literacy proficiency rates rivaling the best schools in Nevada, as will our graduation rate. More of our students will go on to college, and those that don't will be otherwise better prepared to contribute to society.

#### II. Educational Philosophy

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

Students are taught to truly appreciate and take ownership of their education; they learn to take responsibility. Teachers use the same proven pedagogy; consistency in methodology across all Subjects and Grade levels allows students to focus on absorbing the content rather than being distracted by wide variations in teaching delivery. Faculty members receive much training, coaching and feedback.

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

APA offers a Classical Education (reading, writing, arithmetic) using time-tested and proven Direct Instruction methods. Through the use of smaller classrooms, smaller teacher/student ratios, and student-mix based on proficiencies rather that Grade level, the subjects of Mathematics and Reading/Writing are more successfully taught to true mastery.

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

At a minimum, teachers must adequately educate their students to a level which meets the Federal and State mandated standardized testing requirements. However, a successful education is more than this. We will feel successful when teachers are excited and properly motivated to provide excellence in their teaching, and students are excited and motivated to learn. The board is responsible for the recruiting and hiring of the school administrator and other key leadership positions. During the first year or two, the board must be actively monitoring and assessing the performance of these key leaders to ensure they share our vision of educational excellence and they are successfully propagating this vision to the teachers they manage.

#### III. Conflict of Interest Disclosure

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

N/A

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

N/A

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

N/A

14. If the school proposes to partner with an ESP/EMO/CMO, do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

N/A

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

N/A

16. Do you anticipate conducting any business with the educational service provider/ *EMO*, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

None.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

I would ensure that proper disclosure of any conflicts of interest are first publicly made and reported in a public meeting of the Board. The Board would then discuss the situation and determine if the conflicts of interest harm the school or potentially harm the school, and if so, steps to remove the board member would be taken.

# AFFIDAVIT FOR SERVICE AS A MEMBER OF THE GOVERNING BODY OF A CHARTER SCHOOL

STATE OF NEVADA )
County of Clark ) ss.
COMES NOW Raris S. Bayardo, being first duly sworn, duly states under penalty of perjury as follows:
1. I am currently residing at 9074 Taast Ave
LAS Vegas NV 89148
2. I intend to serve on the governing body of American Prepatory academa public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."
DATED this 15 day of morch, 2013.
Signature:
SUBSCRIBED and sworn to before me by: Paris S. Bayardo
this 15 day of March, 2013.
ANNETTE H. QUINTANA NOTARY PUBLIC - STATE OF NEVADA COUNTY OF CLARK APPT. No. 06-105274-1

# Paris S Bayardo

9074 Toast Ave.
Las Vegas Nv 89148
Email: Paris@primeresidentialcare com
Phone: 702-529-1010

# **Business Experience**

Strategic Market Manager, MSA Hospice Las Vegas - Dec 10 - Present

I currently manage a team of four account executives. Our purpose is to introduce new methods of patient care under the medicare benefit of Hospice. We provide education to the masses in senior communities, colleges, hospitals, and all those involved in the care of their loved ones.

Owner, Valley Marketing and Consulting, Las Vegas - Jan 12 - Present

Provide marketing support for new markets and operations to local businesses. Our goal is to drive new business and increase in brand awareness for our clients.

Owner, Prime Residential Care, Las Vegas — Dec 10 - Present

I currently own and operate an Elderly home for those that need 24 hour supervision. I am the financial manager and also ensure that residents are well taken care of.

Marketer, Compassion Care Hospice, Las Vegas - Sept 09 - Apr 11

I served as a Strategic Market Manager. My responsibilities were to find new markets and how to appeal to more of the Elderly population. I met with doctors and hospital administrators on a daily basis to convince them of our patient centered philosophy.

Area Manager, Essential Care, Las Vegas Nv - Jan 09 - Sept 09

My responsibilities consist of first marketing, promoting the business and letting everyone know what Essential Care's mission is and why we are the best in the home care industry. Second, I staff all the jobs we acquire. Third, I hire and fire all the caregivers on our staff. Last, I also serve as their supervisor and pay them all visits while on the job.

Sales representative, t-mobile, Las Vegas nv -- May 08 - Jan 09

I was a leading sales representative for T-mobile. My responsibilities consisted of assisting every customer with the best customer service in town. I was to assure them that they were with the best cell phone service and that we wanted them to be apart of the T-Mobile family.

Banker, Washington Mutual, Las Vegas Nv - Feb 07 - Mar 08

My responsibilities were to provide each and every customer with great customer service. I was to assist in any daily transaction and answer any questions or concerns that the customer had. I also was to sell credit cards, new bank accounts, investment accounts, and additional savings accounts.

Missionary, The Church of Jesus Christ of Latter Day Saints, Paraguay - Jan o5 -Feb 07

I was in charge of 147 other missionaries that were my age. I was to lead and guide them to success in helping people find peace and joy in their lives. I kept calculations of all of their successes and implemented new programs to help assist the missionaries and the investigators.

Owner, Extreme Mobile Detailing, Las Vegas - Jun 04 - Dec 04

I was the owner and operator of a mobile detailing company. My responsibilities consisted of managing, marketing, bill pay, bill collector and operator. This was brand new business that had started and I was to get the name out and find ways to set the company apart from everyone else.

#### Education

University of Nevada, Las Vegas. — Business Administration and Marketing, 2011

Palo Verde High School - High Honors Diploma, June 04

#### References

Joan Misuraca - Administrator of an Assisted Living Community - 702 545 7067

Dustin Peterson - Program Coordinator for Leadership Development at Rice University 702 324 5645

Alberto De La Paz - 702-563-9050

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# Attachment 18

**Incubation Year Planning Table** 

# Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year to ensure that the school is ready for a successful launch in fall 2020. Feel free to add rows as needed.

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
INSTRUCTION & CURRICULUM	Training: 1 week of rigorous training and preparation for instruction and classroom management	EMO Directors and Coaches Academic Directors/APS Directors & Coaches	Aug 2020
INSTRUCTION & CURRICULUM	Preservice: 1 week of training and orientation for all employees	Regional Administrative Director (Hulet); District Academic Director (Campbell); EMO Academic and Operations leaders	Aug 2020
INSTRUCTION & CURRICULUM	Purchasing lists for curriculum created	Business Manager Christie Olivieri and Academic Director Christy Campbell	February 2020
INSTRUCTION & CURRICULUM	Curriculum orders submitted	Business Manager Christie Olivieri	March 2020- June 2020 according to projected delivery schedules
INSTRUCTION & CURRICULUM	Classroom Replication	EMO Replication team; Academic Director Ms. Campbell; Campus AD; Parent Volunteers	May-July 2020
TALENT	Hiring of Campus Administrative Director (Campus AD)	Regional Administrative Director - Rachelle Hulet	February 2020

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
TALENT	Teacher Hiring: We will hold multiple hiring events for all teaching positions	District Academic Director, Christy Campbell; HR Manager Meaghan Wheeler; EMO Academic Directors	February 2020- June 2020
TALENT	Staff Hiring: Secretaries, Support Personnel	Campus AD and Regional AD (Hulet)	June 2020
TALENT	Identify FSO (family school organization) leaders - Parent Volunteers	Campus AD	March 2020
TALENT	Employee Onboarding: We will have employee benefit meetings and receive all required documentation for employment	HR Director/ Admin Director	June, July, August 2020
OPERATIONS	Contracts for custodial and landscaping, using proper bids.	Ron Banks, Security and Operations Director, Business Manager, Governing Board	April-May 2020
OPERATIONS	Develop emergency management plan for new facility; get clipboards prepared for each classroom		June 2020
OPERATIONS	Ensure Department of Health, OSHA and Fire Inspections completed	Ron Banks, Security and Operations Director	When building is completed, prior to occupancy, target: July 2020

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
OPERATIONS	Student drop-off and pick-up plan created, maps developed; parents oriented to plan and given instructions and cards;	Ron Banks, Security and Operations Director and Rachelle Hulet Administrative Director	June-July 2020
TECHNOLOGY	Purchase staff computers and prepare for distribution	Dan Rivera, District Technology Director	June 2020
TECHNOLOGY	Install all facility systems and check functionality after school completed (phones, internet, wireless, etc.)	Admin Director/ Operations Director/ It Director	July 2020
TECHNOLOGY	Purchase student computer labs and configure	Dan Rivera, District Technology Director	August 2020
FINANCE	Procurement of furnishings and fixtures - student desks, cabinetry, teacher desks, bookcases	EMO Procurement team	February- July 2020
PARENT & COMMUNITY ENGAGEMENT	Community Outreach - flyers delivered to all neighborhoods within 2 mile radius of campus and distribute to community centers and libraries	Campus Administrative Director with FSO leaders	Oct-Dec 2019
PARENT & COMMUNITY ENGAGEMENT	Parent Information Meetings: Open to public; and School tours of existing campus required for enrollment	Admin Director/ Academic Director	Jan- July 2020
PARENT & COMMUNITY ENGAGEMENT	Enrollment opens online	Admin Director - Rachelle Hulet	January 2020

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
PARENT & COMMUNITY ENGAGEMENT	Lotteries Held	Brandi Bruschke- Registrar	March 2020
PARENT & COMMUNITY ENGAGEMENT	Enrollment Meetings: Student assessments and collecting necessary documentation	Admin Director/ Academic Director/ School Support Staff	July 2020
SCHOOL SYSTEMS & CULTURE	Meet the Teacher Night: Students and parents come meet the teacher and become familiar with facilities	Admin Director/ Academic Director/ School Support Staff	Aug 2020
SCHOOL SYSTEMS & CULTURE	Volunteer Round Up: Parents learn about volunteer opportunities and become certified through fingerprinting	Admin Director/ School Support Staff	Aug 2020
SCHOOL SYSTEMS & CULTURE	Uniform Night: Parents and students receive detailed information and can purchase new and used uniforms	Admin Director/ School Support Staff	June/July 2020

# Attachment 19

**EMO Agreement Documentation** 



# Charter School Management Agreement

#### Between

American Preparatory Academy - Las Vegas Governing Board

#### and

American Preparatory Schools, Inc.,

This Charter School Management Agreement (the Agreement) between American Preparatory Academy – Las Vegas (APA-LV), and American Preparatory Schools, Inc., (APS), is entered into this 25 day of May, 2013 under the laws of the State of Nevada.

#### Recitals

#### WHEREAS

APA-LV has been authorized by the State Public Charter School Authority (Authorizer) under the direction of the Nevada Department of Education (NDE) to hold a Charter (Charter) and operate a charter school in Clark County, Nevada consistent with NRS 386.509 of Nevada Code.

APA-LV is governed by a Governing Board that is responsible for the academic and operations programs of the charter school, which Governing Board maintains complete autonomy and control over its academic and school operations.

APA-LV is vested with authority from the Authorizer and the State of Nevada to enter into contracts with others, as necessary and permitted by law, to accomplish the Mission of the school.

APS has resources and expertise in operating and managing academic and business operations of charter schools.

APA-LV desires that APS provide a program inclusive of academic and business operations to fulfill its charter obligations.

APA-LV agrees that it is the Board of Director's duty to make all decisions and direct APS to act accordingly on the Board's behalf.

APS desires to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors, and to provide its comprehensive academic and business operations programs to APA-LV in accordance with current and established practices of APS, and it is APS' mission to ensure that the vision of the School's Board of Directors is faithfully and effectively implemented.

APA-LV and APS enter into this Agreement to establish the obligations and responsibilities of each party with respect to implementation of the academic and business operations program of APS for APA-LV.

In consideration of the terms as set forth in this Agreement, APA-LV and APS mutually agree as follows:

#### 1. Term.

- 1.1 This agreement shall commence July 1, 2013 for a term of 2 years subject to material and fee revision on or around June 30<sup>th</sup> of each year, by mutual consent.
- 1.2A renewal or extension to the term of the Agreement may be made with consent of both parties and is subject to written notice no later than 30 days prior to the termination date.
- 1.3 Upon Charter renewal with the Authorizer, the length of the term of this Agreement automatically renews.

# 2. Agreement Amendment.

2.1 This agreement may be amended with the consent of both parties at any time during the term of the agreement, or at term extension or renewal.

#### 3. Termination.

- 3.1APA-LV and APS shall have the right to terminate this Agreement for cause prior to the end of the term by providing 30 days advance written notice to the other party. "Cause" shall include:
  - 3.1.1 Gross negligence, fraud or criminal acts, whether or not successfully prosecuted. 30 days advance written notice is not required for termination under provision 3.1.1
  - 3.1.2 A willful or negligent material breach of the terms of the Charter or this Agreement, accompanied by a failure to remedy a breach within 60 days written notice to the party in breach of contract.
  - 3.1.3 A legislative, administrative or judicial act, after all possible appeals, of the federal or state government, or the courts, resulting in a final judgment or enactment revoking or invalidating the Charter, or the lawful enforcement of the provisions of this Agreement.
  - 3.1.4 A legislative, administrative or judicial act, after all possible appeals, of the federal or state government, or the courts, resulting in a final judgment or enactment which has a material adverse effect on APS's ability to perform the provisions of this Agreement.
  - 3.1.5 Termination of the Agreement as provided under this provision will not relieve APA-LV of any obligations for payments outstanding to APS on the effective date of termination.

#### 4. Authority.

4.1 APA-LV grants to APS express authority and power necessary to execute the duties, responsibilities and obligations of this Agreement, except where Nevada Code prohibits the delegation of authority, for which the Governing Board retains authority.

#### 5. Place of Performance.

5.1APA-LV agrees to provide adequate office, classroom and electronic connectivity space sufficient to fulfill the duties, responsibilities and obligations of this Agreement, including the use of all related equipment, supplies and assets of APA-LV, including Human Resources and technology (Internet) hosting services. APA-LV and APS retain ownership of the equipment, supplies and assets it provides to the other party upon termination of this agreement. APA-LV agrees to provide adequate training space for APS, at current rental rates, and at times convenient to both parties, mutually agreed, for regional training on various academic and operational programs, including offering training to other schools and/or employees of other schools under contract with APS.

# 6. Relationship.

- 6.1 APS is not a division of APA-LV and maintains an arms-length relationship with APA-LV.
- 6.2 No employee of APS will be considered an employee of APA-LV. No employee of APA-LV will be considered an employee of APS.

# 7. Financial Accountability.

- 7.1 APS will work with the Business Manager, in accordance with current auditing standards for charter schools, and assist the Business Manager in carrying out out the financial duties of the school.
- 7.2 APS will not be required nor obligated to expend its funds on goods or services for APA-LV, for obligations or liabilities of APA-LV, for missed earnings, or in any other manner, except as set forth in this Agreement.
- 7.3 APA-LV will not be required nor obligated to expend its funds for the obligations or liabilities of APS, or in any other manner, except as set forth in this Agreement.
- 7.4 APS will assist the Business Manager in ensuring all financial reporting is conducted according to state and charter requirements and in a timely fashion.

# 8. Fulfillment of Charter Obligations.

- 8.1 APS will in good faith work to fulfill the obligations of APA-LV in the Charter in all material aspects in relation to the goals and objectives of the Charter and the performance benchmarks of the school.
- 8.2 APS will report to, advise and make recommendations to the Governing Board in relation to fulfilling the obligations of the Charter.
- 8.3 APS will coordinate the renewal or reauthorization of the Charter with the school's authorizer if required by SPCSA.
- APA-LV will consult with APS in the event that APA-LV wishes to revise or amend the Charter document and will provide for a formal review by APS prior to submitting the Charter to the Authorizer for approval. APA-LV will in good faith consult with APS during all aspects of Charter revision or

- amendment, including revisions or amendments initiated and/or recommended by APS.
- 8.5 Ambiguities and conflicts in laws or rules will be reviewed by APS and recommendations will be presented by APS to the Governing Board for decisions.

# 9. Governing Board Meetings.

9.1 APS will attend periodic governing Board meetings as directed by the Governing Board and will recommend agenda and action items.

# **Obligations of APS**

APS shall provide the following programs and services, not inclusive of supplies, materials or expenditure thereof:

# 10. Comprehensive Academic Program Delivery and Development, to include, but not be limited to:

- 10.1 Charter-specific Programs as Outlined in APA-LV's Charter
- 10.2 Direct Instruction (DI) program
- 10.3 Core Knowledge (CK) program
- 10.4 Day to day academic coaching
- 10.5 Student Assessment
  - 10.5.1 DIBELS
  - 10.5.2 Standardized tests to fulfill legal and Charter requirements 10.5.3 In-program assessments
- 10.6 Annual Program-specific training, such as CK, DI, Shurley English, CHAMPS and Saxon Math are not included in this Agreement.

# 11. Human Resource Leadership

- 11.1 APS will provide the Director level employees to APA-LV. This includes the School Director, Academic Director, Elementary Director, Secondary Director, Administrative Director and Tech/Ops Director.
- 11.2 Day to day management and supervision of the Academic and Admin Teams
- 11.3 Staff training and development, including on-site training and coordination of off site professional development opportunities.

#### 12. Enrollment.

- 12.1 Assist APA-LV in recruiting and retaining students in accordance with established law and administrative rules to ensure full enrollment, or enrollment levels mutually agreed upon by both parties.
- 12.2 APS shall observe all applicable state and federal laws and regulations in recruiting, admitting and enrolling students.
- APS shall not be liable for financial shortfalls due to lower than expected or budgeted enrollment, or enrollment decline due to market forces, including changing demographics.

APS Las Vegas Contract 5-25

APS shall provide the following business operations services, or assist the Business Manager in providing the following business operations services, not inclusive of supplies, materials or expenditure thereof:

# 13. Budgeting & Forecasting.

- 13.1.1 Preparation of school budgets and forecasts
- 13.1.2 Annual Financial Report budget
- 13.1.3 Annual Board budget
- 13.1.4 Annual staffing budgets
- 13.1.5 Capital expenditure budgets

# 14. Record Keeping.

- 14.1 Financial record keeping in accordance with laws and rules as applicable to Charter schools in Nevada.
- 14.2 Cash management and account reconciliation
- 14.3 Maintaining appropriate storage locations and periodic back-ups of financial data
- 14.4 Financial controls policy and procedure development
- 14.5 Year-end close and archive
- 14.6 Asset management

# 15. Financial Reporting.

- 15.1 Monthly and annual Income Statement and Balance Sheet reporting to appropriate agencies and the Governing Board.
- Annual audit coordination with Independent Auditor, State Auditor, SPCSA and the NDE.
- 15.3 Monthly account reconciliation reporting to the Governing Board.

# 16. Government Accountability.

- 16.1 Complete and submit timely state and federal reports as required to ensure compliance with all state and federal laws applicable to the education environment of charter schools in Nevada.
- 16.2 Interact with government agencies as required for legal compliance.
- 16.3 Coordinate required Governing Board interaction with government agencies.
- Report business operations to the Governing Board periodically in Governing Board meetings.

# 17. Facilities Development Management.

- 17.1 Coordinate and manage building, custodial, operations and maintenance functions for all aspects of facilities and grounds management, including contracting with third-party material and service providers on behalf of APA-LV.
- 17.2 Manage inventory and assets.

#### 18. Transportation and Food Services.

18.1 On behalf of APA-LV, APS will oversee student transportation using APA-LV's staff and equipment and will contract with third-party transportation

- contractors to provide student transportation to and from school events, such as field trips, etc.
- APS will coordinate transportation of students by volunteers in private vehicles, on behalf of APA-LV, as directed by the Governing Board and as allowable by state law and rule.
- 18.3 APS will not assume liability for the transportation of students.
- APS will recommend vendors for contracts to APA-LV, to provide food services for school events, such as festivals, carnivals, hot lunch days, social leadership, etc.

#### 19. Systems Development and Business Continuity.

- 19.1 Work with school staff and Governing Board to facilitate systems improvement and increased efficiencies.
- 19.2 Work with school staff to maintain periodic backups of APA-LV electronic data stored on APA-LV servers. School staff shall provide reasonable network support to APS for user configuration.
- 19.3 Oversee the school's computer network and work with school staff and others to manage the schools information technology needs.
- 19.4 Recommend vendors for contracts to APA-LV Board of Directors, such as providers to maintain school systems.
- 19.5 Develop and maintain the school's Emergency Response Plan.
- 19.6 Develop and maintain procedures for disaster recovery.

#### 20. Human Resource Leadership, Development, and Management.

- 20.1 Coordinate all payroll functions, including recommending for contract third-party material and service providers.
- 20.2 Coordinate benefits administration for all medical, dental, vision, retirement and tax deferred benefit plans, and any other benefit plan offered by APA-LV. APS is held harmless for the performance of APA-LV's benefit plans.
- APS will coordinate activities to identify, recruit, hire, train, lead, manage, discipline and terminate employees and will present a Staff List to the Governing Board annually for approval.
- APS will prepare and execute annual letters of understanding (employment terms) for APA-LV employees, on behalf of APA-LV, outlining terms of employment.
- Unless otherwise indicated by APS in writing to the Governing Board, all persons hired to work for APA-LV will be employees of APA-LV and not APS. From time to time it may be necessary to transfer employment of an individual from APS to APA-LV or from APA-LV to APS for more effective management of resources, or to avoid a conflict of interest.
- 20.6 Maintain employee files in accordance with current governmental requirements, including Nevada State Archives regulations.

#### 21.Legal Compliance.

- 21.1 Develop policy for Governing Board approval.
- 21.2 Coordinate the maintenance of APA-LV's registrations with all state and federal agencies.

- 21.3 Coordinate legal transactions related to business functions and prepare items for review and/or approval of the Governing Board.
- 21.4 Coordinate all insurance needs of APA-LV.

#### 22. School Financing and Banking.

- 22.1 APS will provide support to the Business Manager, if needed, and upon request, in carrying out the financing and banking responsibilities of the school.
- APS may not make expenditure of APA-LV funds for payments from APA-LV to APS, or its agents, representatives, officers, directors, employees and subcontractors.

#### 23. Charter Movement Representation.

- APS will establish and maintain key relationships with the Nevada Department of Education and the State Public Charter School Authority.
- 23.2 APS will work in good faith on behalf of APA-LV to support and promote favorable outcomes of issues affecting Charter schools locally, statewide and nationally, with special interest on issues materially affecting APA-LV.
- 23.3 APS will, in good faith and as allowable by law, lobby the State Public Charter School Authority or Nevada State Legislature on behalf of APA-LV as directed by the Governing Board.

#### 24. Public Relations and Communications.

Both parties agree to ensure that all material representations to the community, school community, the general public or the same through media representations, accurately reflect the provisions of the Charter, of this Agreement and the official positions of the Governing Board. Neither APS nor APA-LV will represent itself in advertising, newsletters, or otherwise in any manner contrary to the terms of the Charter or of this Agreement.

#### 25. Grant Writing, State and Federal Program Funds.

- When eligible and appropriate, APS shall prepare federal and state documents necessary for APA-LV to obtain state or federal program funds, federal Public Charter School Program (PCSP) grants and incentives.
- APS shall prepare required documents to draw upon awarded state or federal program funds and PCSP grant funds.
- 25.3 APS shall prepare for Governing Board signature, documents required to account for state or federal program funds and PCSP grant funds.
- APS shall, at its discretion, or at the direction of the Governing Board and APS as mutually agreed, solicit other grants or donations for APA-LV.
- APS may solicit grants or donations for its own general corporate purposes except that any such solicitation may not be made of the constituency of the school.

#### 26. Obligations of APA-LV

26.1 The Governing Board shall be responsible to ensure the terms of the Charter are fulfilled.

- 26.2 The Governing Board shall establish and maintain Board Fiscal,
  Operations and Academic Policy and record and maintain the Minutes of
  Board Meetings in accordance with Nevada Administrative Code.
- 26.3 The Governing Board shall exercise good faith in evaluation and consideration of policy, rules, procedure, academic, operational, fiscal, political and other recommendations of APS.
- The Governing Board shall ensure timely cooperation with APS in furnishing all information, signatures, forms, reports and other items as needed to meet the requirements of the Charter and this Agreement. The Governing Board shall provide timely notice of all Governing Board meetings and other meetings or events required of APS by the Governing Board.
- The Governing Board shall ensure compliance of the school, including and encompassing this Agreement, with all legal requirements placed upon the Governing Board, acting as a political subdivision of the state of Nevada, and in accordance with the Charter and all rules and regulations set forth in Nevada Administrative Code as applicable to charter schools.
- 26.6 The Governing Board shall remain current with all corporate filings for federal, state and local governments.
- 26.7 The Governing Board shall ensure timely approval, signature and transmittal of expenditures not delegated to APS under the terms of this Agreement.

#### 27. Representations, Warranties and Covenants of APS.

- APS is a duly organized corporation in good standing and is legally authorized to conduct business in the State of Nevada.
- To the best of its knowledge, APS has the right and authority under Nevada Code to fulfill the obligations and execute the terms of this Agreement.
- APS warrants that the services it provides will be performed by adequately trained persons in a professional and workmanlike manner.
- 27.4 To the best if its knowledge, APS is not in breach of or default under any contractual or financial obligations, is not a party to, nor does reasonably anticipate a lawsuit or other legal proceedings, is not delinquent in payment of payroll taxes, salaries, income taxes or other obligations.

#### 28. Representations, Warranties and Covenants of APA-LV.

- 28.1 To the best of its knowledge, APA-LV has the right and authority under Nevada Code to contract with APS and to fulfill the obligations and execute the terms of this Agreement and is not in breach of contract with the Charter authorizer by entering into this Agreement.
  - By unanimous affirming vote of the Governing Board, APA-LV approves of the Comprehensive Academic Program and Operations Services of APS and is authorized to contract with APS and will fulfill its obligations and execute the terms of this Agreement.
  - In the event of Charter dissolution, or otherwise the termination of the Charter agreement, or bankruptcy, as allowed by law, APS will be classified as a priority claimant with regards to monies owed to it and the obligations of this Agreement.

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#### APS Las Vegas Contract 5-25

To the best if its knowledge, APA-LV is not in breach of or default under any contractual or financial obligations, is not a party to, nor does reasonably anticipate a lawsuit or other legal proceedings, is not delinquent in payment of payroll taxes, salaries, income taxes or other obligations.

#### 29. Dispute Resolution.

- 29.1 Remedies.
  - 29.1.1 The sole remedy for breach of this Agreement shall be the specific performance of the terms of the Agreement, up to and including termination of the agreement.
  - 29.1.2 Alternative Dispute Resolution.
    - 29.1.2.1 APS and APA-LV will seek to resolve in good faith, and in a reasonable amount of time, any controversy, disagreement or claim (dispute) arising between them in the performance of the specific terms of this Agreement. After 30 days advanced written notice to the other party, either party may submit a dispute to a single third party arbitrator for arbitration, in accordance with the rules of the American Arbitration Association (AAA). The decision (award if any) of the Arbitrator will be binding, not subject to appeal, and the parties mutually agree that the decision will have the same effect as the laws of the State of Nevada.

#### 30. Compensation.

30.1 In exchange for the services outlined in this Agreement, APA-LV agrees to compensate APS \$936 per student (amended annually), based on enrollment on the student count used by the State of Nevada to calculate reimbursement to APA-LV. For the initial four months of the Agreement, payment will be made based upon the school's reimbursement rate calculated student count. Payments will be made monthly, on the 1st of each month and will commence July 1, 2013. This Agreement will serve as an invoice, no other invoice will be provided.

#### 31. Additional Services.

31.1 Additional services not included within the scope of this Agreement may be provided upon request with fees negotiated on a per service basis. Additional services may include the engagement of third party professionals or other consultants for which APA-LV agrees to reimburse or otherwise compensate APS for such services.

#### 32. No Third-Party Beneficiary Rights.

32.1 This Agreement provides no rights to a third party beneficiary, whether a constituent of APA-LV or otherwise.

#### 33 Entire Agreement.

- 33.1 This written Agreement shall constitute the complete and entire Agreement
  - between APS and APA-LV for the provisions of this Agreement. All prior representations, agreements and understandings, for the services covered by the provisions of this Agreement, whether verbal or written, are superseded and replaced by this Agreement.
- As outlined in the provisions herein, this document may be voluntarily modified upon written approval of both parties. Any material changes to the Agreement will require an affirming vote of the APA-LV Governing Board.

#### 34 Waiver.

No waiver of any provision of this agreement will constitute a waiver of any other provision of the Agreement, nor will a waiver constitute an ongoing waiver, unless otherwise expressly stated.

#### 35 Severability.

- 35.1 If any covenant or provision hereof is held to be invalid, such invalidity shall not affect other covenants and provisions of the Agreement, and such other covenants and provisions shall be given effect without the invalid provision.
- If any covenant or provision of this Agreement is deemed to be an invalid delegation of authority from the Governing Board to APS, such covenant or provision will be limited to the extent necessary to make the covenant or provision legal and binding.

#### 36 Force Majeure.

Neither party will be liable for any provisions of this Agreement not performed due to acts of God, acts of war, civil war, riot, terrorism, sabotage, explosion, embargo, fire, flood, natural disaster, accident, labor strike, or other acts, intentional or natural, beyond reasonable control, or with unusual expense.

#### 37 Governing Law.

37.1 The laws of the State of Nevada shall govern this Agreement and any legal determination of rights, duties and remedies of the parties arising from a dispute related to the Agreement.

#### 38 Successors and Assignment.

- Neither party may assign this Agreement to another party without written consent from the other party, which cannot be unreasonably withheld, unless the assignment is to a successor to all, or a substantial portion, of the party's business, or an affiliated entity.
- APS may delegate the performance of, but not the responsibility for, specific portions of this agreement to qualified third party contractors, professional service providers or experts, subject to APA-LV approval, which approval cannot be unreasonably withheld.

This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors, heirs, executors, administrators, representatives and assigns as allowed by the terms of this Agreement.

#### 39 Indemnification.

- As provided by law, APS shall indemnify, defend and hold harmless APA-LV and its agents, representatives, officers, directors, employees and subcontractors against any and all claims, demands, damages, losses, liens, suits or other forms of liability, including reasonable attorneys fees and costs, that may arise out of, or by reason of any negligence, acts or omissions, errors or willful misconduct of APS or its agents, representatives, officers, directors, employees and subcontractors in performing the provisions of this Agreement. APS shall reimburse APA-LV for any and all legal expenses and costs associated with the defense of such claim, demand or suit, subject to the limits of APS's general liability insurance policy.
- As provided by law, APA-LV shall indemnify, defend and hold harmless APS and its agents, representatives, officers, directors, employees, and subcontractors against any and all claims, demands, damages, losses, liens, suits or other forms of liability, including reasonable attorneys fees and costs, that may arise out of, or by reason of any negligence, acts or omissions, errors or willful misconduct of APA-LV or its agents, representatives, officers, directors, employees and subcontractors in performing the provisions of this Agreement. APA-LV shall reimburse APS for any and all legal expenses and costs associated with the defense of such claim, demand or suit.
- 39.3 APA-LV will assert all statutory limitations of liability under the Nevada Governmental Immunity Act and will not waive this right without prior written consent from APS. Notwithstanding this provision, APA-LV will waive the defense of governmental immunity with regard to the provisions of this Agreement with APS, as permitted by law.
- Each party shall give immediate written notice to the other party of the assertion of a claim or commencement of legal action under which indemnification is sought and shall mutually agree to timely response and cooperation with the indemnifying party in defense of a claim or legal action.

#### 40 Survival of Termination.

40.1 All representation, warranty and indemnification provisions of the Agreement shall survive the termination of the Agreement.

#### 41 Insurance.

41.1 APA-LV will maintain general liability insurance in the amount required by Nevada Administrative Code, notwithstanding, it shall not be less than \$1,000,000 per occurrence, \$2,000,000 general aggregate for General Liability insurance. APA-LV shall maintain other liability insurance, or other insurance, prudent to the nature of the business or events for which it participates, including automobile liability protection, treasurer's bond and other such insurance and protection.

41.2 APS will maintain general liability insurance in an amount that shall not be less than \$1,000,000 per occurrence, \$2,000,000 general aggregate for General

Liability insurance and will maintain other liability insurance, or other insurance, prudent to the nature of the business or events for which it participates, including automobile liability protection, treasurer's bond and other such insurance and protection as applicable, but not in duplicate of insurance of APA-LV extended to APS as a third party.

- 41.3 APA-LV and APS shall maintain Workman's Compensation insurance.
- 41.4 Each party, at the request of the other party, will provide evidence of insurance and will comply with reasonable reporting requirements of the other party's insurer, if any.

#### 42. Conflicts of Interest

No officer, employee or director of APS may serve on the Board of Directors of APA-LV. If there exists some relationship between APS, its officers, directors or principals and any other person or entity providing goods or services to the School, APS agrees to disclose the relationship to the Board prior to provision of the goods or services.

#### 43. Official Notice.

43.1 All notices and formal communications required by the terms of this Agreement will be in writing. Notice will be given by certified or registered mail (return receipt requested) to the registered address, facsimile (with confirmation of transmission), or by hand delivery with written confirmation. Notice will be deemed to be given two (2) days after the date of the mailing or upon the first date of business on or after the date of facsimile or hand delivery. Registered address:

Carolyn Sharette American Preparatory Schools, Inc. with copy to:

9123 Peruvian Cir. 1255 W. Crystal Ave.

Sandy, UT 84093 West Valley City, UT 84119

Lee Iglody American Preparatory Academy - LV with copy to:

Location to Be Determined

Clark County, Nevada

#### 44. Provision Headings and Numbering.

The provision headings and numbering are for convenience and reference 44.1 only and shall not reflect the true meaning of the provisions. Provision headings and numbering shall not be considered in the interpretation of this Agreement.

This Agreement between the parties was approved in a public meeting held by the Board of American Preparatory Academy – Las Vegas on May 25, 2013, during which the Governing Chairman of the Board was authorized by the Governing Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties of the Agreement have executed this Agreement as of the day and year first above written.

American Preparatory Academy - Las Vegas

By:

Authorized Representative

Name (print): (es Alody

American Preparatory Schools, Inc.

By: CMALLAN MARCHE

Authorized Representative

Name (print): CANOLYN SMArcHe

5/25/2013

Attachment 19 - EMO Agreement Documentation

# Attachment 20

**Operational Execution Plan** 

The School Leadership Team at the new campus will consist of two major sectors:

- 1. Academic Leadership
- 2. Non-Academic Leadership

#### 1. Academic Leadership

- District Academic Director (DAD)
- Upper Elementary Academic Director (UEAD)
  - o Lower Elementary Academic Director (LEAD)

The academic program is led by the Upper Elementary Academic Director and the Lower Elementary Academic Director, under the supervision of the District Academic Director. The District Academic Director will be Christin Campbell.

The UEAD and LEAD perform the following functions, the UEAD for grades 4-6 and the LEAD for grades K-3:

- Assist in recruiting and hiring of teachers and instructors (academic staff)
- Assist in training of teachers and instructors (with EMO staff leading the annual training)
- Establish and implement the ongoing Coaching/Mentoring Program for teachers and instructors
- Oversee the weekly data collection, data analysis, and generation of weekly academic reports
- Oversee and manage the weekly PLC wherein student progress data is reviewed by the teachers and instructors, grouping changes are made and student achievement goals are established
- Oversee and manage the group changes for the fluid academic groups in reading, math, spelling
- Oversee student discipline, and initiate parent conferences on student academic or discipline issues
- Ensure all teachers and instructors have all materials, supplies, training and support necessary to carry out the school's "core business" of teaching students to mastery

The UEAD and LEAD are assisted in their work by an Academic Secretary for each, who is also an instructional coach. Job descriptions for these positions are located in <u>Attachment 12</u>.

#### 2. Non-Academic Leadership

- Business Manager
- District HR Director
- District Administrative Director (District AD)
  - o Campus Administrative Director

The non-academic aspects of school operations are led by the Campus Administrative Director (Campus AD) and the Business Manager. The Campus AD is the non-academic leader of the campus, overseeing the non-academic operational functions of the school with the exception of the financial operations (which are managed by the Business Manager), such as:

- student recruitment and enrollment
- facility management
- school safety
- HR compliance
- student drop-off and pick-up
- carpool organization
- compliance with state and federal requirements

The Campus AD will be assisted by the following staff who directly report to the Campus AD:

- Facilities/Safety lead
- School secretaries

The Campus AD will be supported by the following staff from the "district" level:

- District Administrative Director (Mrs. Hulet)
- HR Manager
- Business Manager
- District Facility/Safety Director

The Business Manager for both campuses will be Christie Olivieri. Mrs. Olivieri oversees the following operational functions and will expand her role to do so for both schools:

- AR/AP
- Cash management
- Bank reconciliations
- Purchasing processes
- Budget development
- Payroll oversight (this is a contracted service with the primary oversight by HR Lead Meaghan Wheeler)

The Business Manager is assisted by:

• Purchasing Assistant/Administrative Assistant

The Business Manager is supported by:

- District Administrative Director Rachelle Hulet
- District HR Manager Meaghan Wheeler
- EMO Accountant: Brent Burggraaf
- EMO CFO: Phil Collins

#### Staffing Model

This new campus will follow the same staffing model as all American Prep elementary campuses, which is as follows:

#### 1. Academic Staffing:

The school is divided into Lower Elementary (grades K-3) and Upper Elementary (grades 4-6).

Lower Elementary Staffing Plan

LEAD (Lower Elementary Academic Director) oversees:

- Lower Elementary Academic Secretary/Coach
- Teachers 3 teachers per grade K-3 = 11 Teachers
- Instructors 3 instructors per grade K-3 = 11 Instructors

**Upper Elementary Staffing Plan** 

UEAD (Upper Elementary Academic Director) oversees:

- Upper Elementary Academic Secretary/Coach
- Teachers 3 teachers per grade 4-6 = 9 teachers
- Instructors 3 instructors per grade 4-6 = 9 instructors

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#### Other Positions K-6:

- 'GROUPS' instructors 4-5 depending on number of groups formed
- Student Character Training Specialist (Behavior Management) 1 position
- Special Education Case Manager(s) as needed depending upon special education caseload
- Special Education Teacher(s)- as needed depending upon special education caseload

#### Non-Academic Staffing:

- School Secretary (2)
- School Technology and Operations (1)
- School Safety and Operations (1)

#### **Performance Metrics**

Academic Program - Data Collection, Analysis

An important aspect of our program is that in our groups (Reading, Math and Spelling) teachers collect daily data on student progress. This data is submitted weekly via the LPC (lesson progress chart) to the Academic Secretary, who compiles the information into a weekly progress report. This report reflects the progress of any student who is not at mastery for the week, and flags that student for discussion..

School is dismissed early on Wednesday and Thursday (6 hours, 15 minutes) and the teachers meet to discuss student progress and receive trainings each week. At the weekly team meeting, the LPC report is reviewed and teachers discuss strategies for improving the progress of any flagged students. These strategies may include group changes, as our groups are "fluid" and students can move as needed.

All these strategies serve to assist us in meeting our performance goals:

- Students will make a minimum of 1 year's progress in ELA according to Reading Mastery placement and final year end assessments. Long term objective is that 80% of our students will be on grade level benchmark according to the Reading Mastery Grade Level Guidelines who have attended APA for three years or more in ELA.
- Students will make a minimum of 1 year's progress in Math according to CMC/Saxon placement and final year end assessments. Long term objective is that 80% of our students will be on grade level benchmark according to the CMC/Saxon Grade Level Guidelines who have attended APA-LV1 for three years or more in Math.

#### **Operational Sectors**

Academic Program

**Teacher Training and Program Support** 

All academic personnel participate in a week-long summer training where they learn and practice the Direct Instruction pedagogy and prepare for the classes they will teach in the upcoming year. Our Training Institute is a rigorous experience and provides hands-on practice for teachers and instructors as they are paired with experienced teachers and are given feedback in "real-time". The EMO provides this training, utilizing local leaders and teachers as trainers as appropriate.

All academic personnel are placed into our 4-tiered Coaching Program (purple, pink, yellow, green). Our Instructional Coaches (the UEAD and LEAD and Academic Secretary/Coaches, plus EMO coaching support) visit the classrooms frequently from the first week of school - several times per week for new teachers on purple - and provide side-by-side training and coaching to teachers and instructors who are in the purple phase. As teachers and instructors progress to pink, yellow and green, the frequency of coaching diminishes, and coaching becomes less "side-by-side" and more of reflective feedback. This coaching program is critical to the success of our schools, as our Direct Instruction programs require a high level of skill in delivery in order to be effective.

Academic personnel are expected to pass out of the purple level by November or December of year one of teaching. If they fail to do so, they are placed in "critical coaching" where more coaching time is dedicated to their success. By the end of the first year, those that have not successfully passed

into pink are not usually invited back to teach at the school. Sometimes, if it is clear that a teacher or instructor is unable to teach in our pedagogical style of direct instruction, and adequate progress is not being made, mid-year staffing changes are made to ensure that student academic progress is held as our primary objective.

#### Academic Schedule and Structure

The Academic Classroom Structure at American Prep is traditional in some respects. Students are assigned to classrooms based upon grade level, and are assigned a homeroom classroom teacher. Each classroom is also staffed with an Instructor, providing for two (2) adults in every elementary classroom. The Instructor may or may not be a certified position. Instructors receive extensive training in the delivery of the instruction that they provide (under the direction of the classroom Teacher and Academic Director). Having two (2) adults in every classroom is an important part of our academic model.

The Academic Schedule at American Prep is complex and rigorous. All students attend achievement-level groups in Reading and Math for 60 minutes each day, and in Spelling for 40 minutes, 4 days per week. In order to make this possible, all classes must adhere to a strict daily schedule. The Reading, Math and Spelling groups average about 10-12 students. We are able to get to those small classes sizes because we are able to utilize our Instructors to teach groups, and we also have 4-5 dedicated "groups teachers" who teach groups all day long (Lower Reading, Upper Reading, Lower Math, Upper Math, Lower Spelling, Upper Spelling).

Our school day on Monday, Tuesday and Friday is long - 7 hours and 15 minutes. This is one hour longer than the CCSD elementary school day and provides us time to teach a more rigorous academic program. The Academic Calendar is developed by the District Academic Director (Ms. Campbell) and the UEAD and LEAD implements the calendar with the teachers.

For example, K-3 reading groups are held from 8:30-9:30 a.m. each day. All K-3 students go to their group at 8:30 a.m., based upon their achievement level, and regardless of their grade level, for reading instruction. This allows students to be taught at their precise instructional level, with other like-learners, and so maximum progress can be made in the vital skills acquisition areas of Reading, Math and Spelling. All 4-6 grade students attend their reading groups from 9:35-10:35 each day. This happens the next hour for lower elementary math, then upper elementary math, and then for spelling groups in the afternoon. This schedule provides for 10+ transitions for our students daily, with the opportunity to physically move from place to place. We also provide at least 2 recess periods daily; 3 for the lower elementary grades.

Outside of the 2 hours and 40 minutes that students are in "groups" daily, they are in their classroom with their homeroom teacher and instructor, receiving instruction in other traditional subjects, such as Literature, Science, History, Grammar, Poetry and Writing. These are taught to the whole class, and are not separated out by ability or achievement. We feel students benefit from participating with other students of diverse learning levels when studying History, Science, Literature and Poetry.

American Prep believes students benefit from studying the Arts, and so all students study Music and Art, taught by specialists (not the homeroom teachers) in grades K-6. Students also participate in Physical Education twice weekly, taught by a PE Teacher/Specialist. Our Music instruction intensifies in 5th grade when all 5th graders participate in a choral music experience for the entire year. In 6th grade, all students select an instrument in the orchestra or band, and play it for the

entire year. This provides students with sufficient experience in music education, both choral and instrumental, to make informed choices in secondary school regarding what music instruction they may wish to pursue.

Teachers are able to use the Specials time (Music, Art and PE) for planning and preparation time, which is important for them. Because of our longer school day, teacher planning time is compressed and the Specials schedule allows for the needed prep time for teachers.

#### **Transportation**

The new school will provide transportation services to parents similar to the services we provide to parents at our current campus. Under these services, we work with the parents and guardians of pupils enrolled in the school to develop a plan for transportation to ensure that pupils have access to transportation to and from the charter school. Some of the resources that we will make available through our services include:

- Carpool organization and communication. We help families find other families who live in close proximity who may wish to participate in ride sharing. While keeping student data private, we are able to help families coordinate with other families to ensure students are able to get to school.
- We locate our schools as near as possible to major highways and thoroughfares of Las Vegas. Our current campus and the presumed site of our second campus will be within a mile (or perhaps two) from the I-215 corridor.
- We locate our school as near as possible to public transportation such as bus routes and bus stops.

Families may always contact the Administrative Director of the school and indicate if they are experiencing a hardship with transportation, and the school can assist the family in finding transportation for their student. Some of the ways we can assist families who are experiencing a transportation hardship is through carpool facilitation, and also through issuance of public transportation vouchers for students who are able to use public transportation.

Additional transportation may be facilitated on a case-by-case basis to ensure that the school meets its transportation obligations to students with disabilities, students on 504 plans, homeless students, and foster children.

#### Food Service

While we do not currently provide a food service program at our school in Nevada, we plan to provide a food service program to both campuses in year 2 of the expansion school. We are committed to assisting families who need nutrition support and who qualify for free or reduced lunch. The EMO provides the NSLP in their Utah schools and we have asked them to institute a program in our Nevada schools. We feel it is prudent to wait until the 2nd operational year of the new school in order to establish all our academic and operational programs before we venture in the NSLP. We want to have the school running well in year one and plan to add the NSLP in year two.

#### Facilities Maintenance

The school will contract with an outside firm, utilizing proper state procurement practices, to provide janitorial and landscape maintenance for our expansion school. This is our current practice at the Sunset campus.

#### Safety and Security

We provide a safe campus for our students via a multi-pronged safety and security plan, developed by our Security and Operations Director, Mr. Banks, in consultation with the Emergency Response Commander, Mr. Jex, and the Administrative Director (Mrs. Hulet).

American Prep's Sunset campus has a comprehensive emergency management plan, and a similar plan will be developed for the new campus and will be inclusive of the following:

- Teacher training on all emergency drills and safety practices
- Emergency management clipboard in each classroom with instructions for each emergency scenario
- Schedule of emergency drills as required by law and carried out appropriately
- Identification of a Campus Security Lead who oversees the emergency management plan and drills. Ron Banks is currently the Security and Operations Director at Sunset campus, and a new employee will be hired for 2nd campus and and will work under Mr. Banks' direction.
- Technology to enhance security: all outer doors locked during the day with the exception of
  one entrance that is surveilled by camera with entry managed by the school secretary or
  office personnel
- Key cards required for school entrance for staff members
- Parents or volunteers that enter the school are admitted after they have checked in with a staff member following our school safety procedures
- We currently enjoy strong relationships with local law enforcement, fire department and public safety agencies and we work with them to assist in our drills and provide support as needed. This will continue as our second campus is established.
- Cameras will be installed outside the school building and on the school grounds to provide ability to see and track school entries and exits and other outside activity
- Cameras will be installed inside classrooms, hallways and common areas to provide ability to see incidents.
- Student drop-off and pick-up systems are carefully designed and implemented and managed daily with precision to ensure student safety before and after school.

# Attachment 21

**Budget Narrative** 

#### **Budget Narrative**

As we are anticipating the opening of our second campus in Fall of 2020, we used conservative assumptions in our budget for the 2020-2021 school year. We assume that our State and Federal revenues will increase by 3% by 2020, including DSA and Special Ed income. Other miscellaneous income, such as revenues received from student fees, student activities, Boxtops and Lifetouch fundraising (Corporate income), building rental income, recycling income, and other miscellaneous income we have kept static. Most of that income is anticipated and not secured and represents about 1% of our total income. We then extrapolate a growth of 41% in appropriate income areas to account for the 640 new students to our network. We do not include a growth factor in student activities income because an elementary school will have very limited student activity income. We increase our income from student fees by less than 41% because a portion of our fees come from High School classes, which we will not be expanding at the new elementary school. We do increase much of our miscellaneous income by 41% as this income will increase with a higher student count; however as previously stated this miscellaneous income represents only 1% of our total revenues.

In our expense assumptions, we assumed that most of our small inflation-affected expense line items will increase by 4% by the 2020-2021 school year. We assume that salaries will increase by 9% by the 2020-2021 school year. We assume that healthcare expenses will increase by 18%.

Our contingency plan to meet financial needs if anticipated state and local revenues are not received or are lower than estimated would be to reduce our staff. As discussed in "Student Recruitment and Enrollment" on page 63, we hire about double the staff as most schools. This is the most expensive aspect of our model. If we were to enroll fewer students than expected, or our revenues are less than expected, we would hire fewer part-time groups teachers and paraprofessionals. This results in larger class sizes which historically has been linked to lower academic outcomes. By not having staff to split larger homeroom classes into smaller groups, the group size may be increased to 20 students rather than 10 students. Although we do not like having larger class sizes, this is the only realistic way to sufficiently decrease our expenses when there is a significant revenue shortfall.

Our philanthropic revenue represents about .04% of our total revenue, but if there was a philanthropic shortfall we would likely reduce expenses in supplies. Our philanthropic revenue is tied to special projects or additional items not included in the budget.

Another opportunity that we have had in the past to cut expenses is to receive a discount on one of our largest expense items - our contract with the Educational Management Organization. The EMO has shown a willingness in the past to do what it takes to help the school succeed financially, even if that means cutting down on their profit. In our first 3 years of operation, we have never paid the entire EMO fee as they have been very fair in reducing their fee as needed to benefit the school. We received a 20% discount on the fee in our first 2 years of operation. The EMO has been willing to accept a discounted fee on a monthly basis to ensure that our budget balances throughout the year. They then submit a catch-up of the fee at the end of the year if the school can afford it. The EMO contract can be found as Attachment 19 – EMO Agreement Documentation, page 222.

# Attachment 22

**Financial Plan** 

We completed the spreadsheet from the Authority the best that we could, but we realize that the information does not seem to be in the most useful format. We hope that our budget submitted as Attachment 23 will clearly outline our projections for our network.

Please refer to the included Excel Spreadsheet

## Attachment 23

**Local Network Budget** 

#### Network Budget Growth (Student Count)

0.11		work buuget
Ordinary Income/Expense	Growth	(Student Count)
Income	/4 550	41%
	-	tudents to 2,190)
1710 · Student Fees (Income)	\$	90,000.00
1715 · Student Activities Income	\$	75,355.50
1910 · Boxtops Income	\$ \$ \$ \$ \$	3,845.07
1920 · Lifetouch Natl	\$	2,782.01
1980 · Building Rental Income	\$	8,353.08
1990 · Recycled Metal	\$	777.10
1900 · Miscellaenous Income - Other	\$	11,433.06
2000 · Federal Income		
2115 · Special Education Part B	\$	11,114.11
2116 · Early Childhood Grant		
3000 · State Source Income		
3110 · DSA	\$	14,201,671.64
3115 · Special Ed (State)	\$	253,464.35
3120 · Teacher Schools Supplies Grant		
Total Income	\$	14,658,795.92
Expense		
1000 · Instruction Expenses		
1000410 · Dues, Fees, Subscriptions	\$	6,205.64
1000590 · Instructional Outside Services	\$	-
1000610 · Instruction Supplies	\$	11,730.99
1000612 · Non Information Items of Value	\$	7,415.88
1000613 · Field Trips	\$	35,864.22
1000615 · Student Activity Expenses (all)	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	177,355.15
1000616 · Student Fees Expenses	\$	43,644.20
1000641 · Textbooks	\$	228,913.46
1000642 · Curriculum	\$	187,747.18
1000 · Instruction Expenses - Other	\$	42,371.58
2100 · Student Support		
2100590 · Student Support Outside Service	\$	44,969.74
2100610 · Student Support Supplies	\$	4,053.37
2200 · Instruction Support		
2200615 · CDD Supplies	\$	2,941.98
2300 · Board of Directors Expenses		
2300310 · Management Fee - APS	\$	2,135,959.73
2300315 · Board Member Reimbursement Fees	\$	3,619.20
2300317 · Board Member Conferences	\$ \$ \$	4,524.00
2300800 · Board Member Meals	\$	599.54
2400 · Administration		
2400610 · Administration Supplies	\$	1,949.71
2400800 · Travel & Meals		
2400810 · Travel-Mileage	\$	-

2400820 · Meals		
2400 · Administration - Other	\$	2,314.34
2500 · Central		
2500100 · Bank Service Charges	\$	1,486.05
2500275 · Workers Compensation Insurance	\$ \$ \$ \$ \$	15,237.58
2500300 · Human Resource Expense	\$	31,445.56
2500301 · Recruiting Expense	\$	-
2500320 · Teacher Development	\$	59,860.59
2500330 · Business Management	\$	-
2500340 · Audit, Legal & Accounting	\$	36,735.48
2500410 · Dues, Fees, Subscriptions	\$ \$	15,817.71
2500520 · General/Building Insurance		95,726.58
2500590 · Outside Services	\$ \$	170,301.77
2500612 · Staff Appreciation costs	\$	11,123.12
2600 · Operations		
Facility Rental		
2600410 · Dues, Fees, Subscriptions	\$	8,683.70
2600411 · Water/Sewer	\$	81,383.06
2600421 · Garbage	\$	9,823.27
2600431 · Gas/Electricity	\$	149,363.16
2600442 · Equipment Rental	\$ \$ \$ \$ \$ \$ \$ \$	2,326.85
2600451 · Security / Fire Alarm	\$	43,303.11
2600533 · Phone	\$	3,738.80
2600535 · Internet	\$	13,396.85
2600590 · Outside Services Ops	\$	31,322.53
2600591 · Custodial Contracts	\$	87,812.50
2600592 · Landscape Contracts	\$	10,194.10
2600610 · Operations Supplies	\$	40,365.16
2600611 · Office Supplies	\$ \$ \$ \$	179,202.70
2600620 · Building Maintenance	\$	54,873.38
2600625 · Building Improvements		11,335.48
2600630 · Copy Maintenance	\$	56,513.19
660000 · Payroll Expenses		
661000 · Instruction Payroll		
Accrued Summer Benefits Expense	\$	88,399.70
Accrued Summer Wage Expense	\$	215,609.03
661001 · Teacher Payroll		
Teacher State Unemploymen	\$	6,550.45
1000101 · Teacher Salaries	\$	3,546,080.58
1000211 · Teacher Dental Insurance	\$	42,614.03
1000212 · Teacher Life Insurance	\$	13,368.28
1000221 · Teacher Social Security Tax	\$	34,958.19
1000231 · Teacher Retirement	\$ \$ \$ \$ \$ \$ \$	293,814.07
1000241 · Teacher Medicare	\$	49,261.94
1000261 · Teacher State Unemployment	\$	71,859.09
1000281 · Teacher Health Insurance	\$ \$	324,639.20
1000291 · Teacher Other Benefits	\$	7,200.13
661001 · Teacher Payroll - Other		

661002 · Instructor Payroll		
1000102 · Instructor Salaries	\$	895,295.56
1000215 · Instructor Dental Insurance	\$	22,560.59
1000216 · Instructor Life Insurance	\$	394.36
1000222 · Instructor Social Security Tax	Ś	17,208.47
1000232 · Instructor Retirement	Ś	33,958.26
1000242 · Instructor Medicare	\$ \$ \$	12,100.75
1000262 · Instructor State Unemployment	\$	27,329.46
1000282 · Instructor Health Insurance	\$	122,202.36
1000292 · Instructor Other Benefits	\$	3,282.39
661003 · Substitute Payroll	Y	3,202.33
1000103 · Substitute Salaries	\$	69,510.44
1000223 · Substitute Social Security Tax	\$	4,279.64
1000243 · Substitute Medicare		1,007.92
1000263 · Substitute State Unemployment	\$ \$	2,144.79
661003 · Substitute Payroll - Other	\$	2,111.73
662100 · Student Support Payroll	Y	
2100104 · Student Support Salaries		
Student Support Merit Pay	\$	13,795.00
2100104 · Student Support Salaries - Other	\$	287,943.49
2100215 · Student Support Dental Insuranc	\$	1,690.53
2100216 · Student Support Life Insurance	\$	871.46
2100225 · Student Support Social Security	\$	11,998.90
2100234 · Student Support Retirement	\$	49,456.58
2100244 · Student Support Medicare	\$	4,235.68
2100265 · Student Support State Unemploym	\$	8,455.97
2100285 · Student Support Health Insuranc	\$	22,632.02
2100294 · Student Support Other Benefits	\$	144.13
662200 · Instruction Support Payroll	Y	111.13
2200107 · Instruction Support Salaries	\$	194,347.73
2200215 · Instruction Support Dental Insu	\$	2,634.80
2200216 · Instruction Support Life Insura	\$	380.68
2200225 · Instruction Support Social Secu	\$	447.58
2200237 · Instruction Support Retirement	\$	22,062.90
2200247 · Instruction Support Medicare	\$	2,746.84
2200265 · Instruction Support State Unemp	\$	5,261.27
2200285 · Instruction Support Health Insu	\$	6,223.75
2200295 · Instruction Support Other Benef	\$	468.93
662400 · Administration Payroll	Y	100.55
2400105 · Administration Salaries	\$	687,910.39
2400215 · Administration Dental Insurance	\$	9,312.35
2400216 · Administration Life Insurance	\$	1,707.97
2400225 · Administration Social Security	\$	6,554.99
2400235 · Administration Retirement	\$	13,165.06
2400245 · Administration Medicare	\$	9,707.40
2400265 · Administration State Unemployme	\$	15,949.35
2400285 · Administration Health Insurance	\$	45,935.48
2400295 · Administration Other Benefits	\$	1,582.44
Julian and a differ belief	Y	1,502.77

\$ 249,502.83
\$ 1,328.17
\$ 576.37
\$ 3,240.72
\$ 42,739.19
\$ 3,577.74
\$ 5,138.76
\$ 23,551.82
\$ (62.14)
\$ 1,752,091.95
\$901,860.33
\$ 14,480,351.25
\$ 178,444.67
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$

# Attachment 24

For Schools Without Nevada Data

This section is not applicable.

# Attachment 25

**School Data Worksheet** 

We are including all school test results, along with a summary of our previous financial audit, and the results of our fiscal year 2016 financial audit.



## **Group Summary Report**CRT (New NV Standards), Grade 3

						Mathe	ematics							Rea	ading				
			Number	Number	Mean Scale	%	% Above	t ED AS MS ES		Number	Mean Scale	%	% Above	Per		Each ince L			
Group	Year	Grade	Enrolled	Tested	Score	Proficient	Target	ED	AS	MS	ES	Tested	Score	Proficient	Target	ED	AS	MS	ES
American Prep Academy - 18431	2015-2016	03	158	158	2434.2	51.9	TBD	24.7	23.4	34.8	17.1	158	2446.2	62.7	TBD	16.5	20.9	36.1	26.6
	2016-2017	03	162	157	2440.8	59.2	TBD	21.0	19.7	38.2	21.0	156	2431.2	53.2	TBD	18.6	28.2	31.4	21.8



## **Group Summary Report**CRT (New NV Standards), Grade 4

						Mathe	ematics							Rea	ading				
			Number	Number	Mean Scale	%	% Above	Per	% in forma	Each nce L	evel	Number	Mean Scale	%	% Above	Per		Each nce L	
Group	Year	Grade	Enrolled	Tested	Score	Proficient	Target	ED	AS	MS	ES	Tested	Score	Proficient	Target	ED	AS	MS	ES
American Prep Academy - 18431	2015-2016	04	210	209	2472.5	42.1	TBD	19.1	38.8	24.4	17.7	209	2489.4	60.3	TBD	17.2	22.5	25.8	34.4
	2016-2017	04	131	130	2499.7	54.6	TBD	12.3	33.1	29.2	25.4	130	2506.6	69.2	TBD	8.5	22.3	33.8	35.4

### **Group Summary Report** CRT (New NV Standards), Grade 5

						Mathe	ematics							Rea	ading							Sci	ence				
			Number	Number	Mean Scale	%	% Above	Per	% in Each Performance Level		Number	Mean Scale	%	% Above		% in forma	Each nce Lo		Number	Mean Scale	%	% Above	Per	% in forma			
Group	Year	Grade	Enrolled	Tested	Score	Proficient	Target	ED	AS	MS	ES	Tested	Score	Proficient	Target	ED	AS	MS	ES	Tested	Score	Proficient	Target	ED	AS	MS	ES
American Prep Academy - 18431	2015-2016	05	162	161	2507.5	42.2	TBD	28.0	29.8	21.1	21.1	161	2525.1	62.1	TBD	11.2	26.7	37.3	24.8	160	333.2	70.0	N/A	6.9	23.1	48.8	21.3
	2016-2017	05	197	195	2512.3	43.1	TBD	26.2	30.8	18.5	24.6	195	2526.9	64.6	TBD	15.9	19.5	36.9	27.7	195	427.2	32.8	N/A	34.4	32.8	27.7	5.1



## **Group Summary Report**CRT (New NV Standards), Grade 6

						Mathe	ematics							Rea	ading				
			Number	Number	Mean Scale	%	% Above			Number	Mean Scale	%	% Above	Per		Each ince L			
Group	Year	Grade	Enrolled	Tested	Score	Proficient	Target	ED	AS	MS	ES	Tested	Score	Proficient	Target	ED	AS	MS	ES
American Prep Academy - 18431	2015-2016	06	117	116	2542.9	47.4	TBD	19.0	33.6	25.9	21.6	116	2541.9	60.3	TBD	14.7	25.0	39.7	20.7
	2016-2017	06	160	153	2546.7	51.0	TBD	21.6	27.5	20.9	30.1	153	2545.8	56.9	TBD	9.8	33.3	38.6	18.3



## **Group Summary Report**CRT (New NV Standards), Grade 7

						Mathe	ematics							Rea	ading				
			Number	Number	Mean Scale	%	% Above	et ED AS MS ES		Number	Mean Scale	%	% Above	Per	% in forma	Each nce L			
Group	Year	Grade	Enrolled	Tested	Score	Proficient	Target	ED	AS	MS	ES	Tested	Score	Proficient	Target	ED	AS	MS	ES
American Prep Academy - 18431	2015-2016	07	91	91	2573.1	61.5	TBD	19.8	18.7	27.5	34.1	91	2581.4	68.1	TBD	11.0	20.9	45.1	23.1
	2016-2017	07	120	112	2590.1	58.9	TBD	8.0	33.0	25.0	33.9	112	2594.9	71.4	TBD	5.4	23.2	43.8	27.7

### **Group Summary Report** CRT (New NV Standards), Grade 8

						Mathe	ematics							Rea	ding							Sci	ence				
			Number	Number	Mean Scale	%	% Above	Per	% in forma	Each nce L	evel	Number	Mean Scale	%	% Above	Per		Each ance L		Number	Mean Scale	%	% Above		% in forma		
Group	Year	Grade	Enrolled	Tested	Score	Proficient	Target	ED	AS	MS	ES	Tested	Score	Proficient	Target	ED	AS	MS	ES	Tested	Score	Proficient	Target	ED	AS	MS	ES
American Prep Academy - 18431	2015-2016	08	64	64	2558.2	40.6	TBD	32.8	26.6	17.2	23.4	64	2609.0	59.4	TBD	1.6	39.1	31.3	28.1	64	332.2	67.2	N/A	9.4	23.4	40.6	26.6
	2016-2017	08	91	86	2577.0	50.0	TBD	23.3	26.7	27.9	22.1	86	2604.5	65.1	TBD	7.0	27.9	45.3	19.8	86	448.4	40.7	N/A	27.9	31.4	23.3	17.4



### **Group Summary Report**

Grade 10 Science (Old NV Standards), Year 2015-2016, Grade 10

						Science				
							% in Ea	ch Perfo	rmance	Level
Group	Year	Grade	Number Enrolled	Number Tested	Mean Scale Score	% Proficient	ED	AS	MS	ES
American Prep Academy - 18431	2015-2016	10	30	29	283.8	48.3	24.1	27.6	48.3	0.0

<sup>+</sup> Show Footers

### **Group Summary Report**

EOC Science (New NV Standards), Year 2016-2017, Grade 10

				Science							
								% in Each Performance Level			e Level
			Number	Number	Mean Scale	%	% Above	Level	Level	Level	Level
Group	Year	Grade	Enrolled	Tested	Score	Proficient	Target	1	2	3	4
American Prep Academy - 18431	2016-2017	10	49	46	475.4	63.0	TBD	17.4	19.6	37.0	26.1

<sup>+</sup> Show Footers



EOC Science (New NV Standards), Year 2016-2017, Grade 11

						Sci	ience				
								% in E	ach Perf	ormanc	e Level
			Number	Number	Mean Scale	%	% Above	Level	Level	Level	Level
Group	Year	Grade	Enrolled	Tested	Score	Proficient	Target	1	2	3	4
American Prep Academy - 18431	2016-2017	11	-	-	-	-	-	-	-	-	-

<sup>+</sup> Show Footers



EOC (End of Course)ELA I

					Е	LA I				
							% in E	ach Perf	ormance	e Level
Group	Year	Number Enrolled	Number Tested	Mean Scale Score	% Proficient	% Above Target	Level	Level 2	Level 3	Level 4
American Prep Academy - 18431	2015-2016	104	104	463.1	84.6	TBD	15.4	23.1	46.2	15.4
	2016-2017	12	11	395.5	18.2	TBD	81.8	9.1	0.0	9.1

<sup>+</sup> Show Footers



EOC (End of Course)ELA II

				ELA II						
							% in E	ach Perf	ormance	e Level
		Number	Number	Mean Scale	%	% Above	Level	Level	Level	Level
Group	Year	Enrolled	Tested	Score	Proficient	Target	1	2	3	4
American Prep Academy - 18431	2016-2017	75	71	466.6	83.1	TBD	16.9	19.7	47.9	15.5

<sup>+</sup> Show Footers



EOC (End of Course)Math I

				Math I								
					% in Each Performance Level							
Group	Year	Number Enrolled	Number Tested	Mean Scale Score	% Proficient	% Above Target	Level	Level 2	Level 3	Level 4		
American Prep Academy - 18431	2015-2016	153	153	459.8	86.3	TBD	13.7	35.9	43.1	7.2		
	2016-2017	109	106	462.4	93.4	TBD	6.6	37.7	45.3	10.4		

<sup>+</sup> Show Footers



EOC (End of Course)Math II

					Ma	ath II				
							% in Each Performance Level			
Group	Year	Number Enrolled	Number Tested	Mean Scale Score	% Proficient	% Above Target	Level	Level 2	Level 3	Level
American Prep Academy - 18431	2015-2016	-	-	-	-	-	-	-	-	-
	2016-2017	82	78	441.7	56.4	TBD	43.6	15.4	23.1	17.9

<sup>+</sup> Show Footers

# **INDEPENDENT AUDIT DATA**

- -Supply the requested data from each independent audit performed for the organization or a school in the past four years
- Please check the calculated values below and make sure they correspond with internal records
- Discrepancies between published data and reported data must be thoroughly explained on next tab

State	Entity ID	School ID	School/Entity Name (as it appears on Independent Audit)	First Fiscal Year of Operation	Fiscal Year	Cash	Total Current Assets
NV			American Preparatory Academy - Las Vegas	2014	2015	422,601.00	497,763.00
NV			American Preparatory Academy - Las Vegas	2014	2016	1,519,973.00	2,428,548.00
NV			American Preparatory Academy - Las Vegas	2014	2017	2,640,179.00	2,977,071.92

#### Independent Audit Data **Non Current** Change in Net **Non Current Current Liabilities Liabilities Funding Expenditures Assets Total Assets Total Liabilities Net Assets** Assets 152,679.00 650,442.00 343,350.00 304,767.00 648,117.00 98,458.00 2,481,657.00 2,380,894.00 100,763.00 21,282,153.00 23,710,701.00 1,226,650.00 22,906,312.00 24,132,962.00 677,352.00 9,001,116.00 8,422,222.00 578,894.00 20,039,862.68 23,016,934.60 478,072.84 22,451,722.89 22,929,795.73 121,609.22 9,342,445.13 9,898,188.79 (555,743.66)

					Net Position	
Current	Unrestricte	Debt to	Surplus		(Beginning of	Net Position (End
Ratio	d Days Cash	<b>Asset Ratio</b>	Margin	Cash Flow	Year)	of Year)
1.45	64.79	1.00	0.04	422,601.00	(2,305.00)	98,458.00
1.98	65.87	0.98	0.06	1,097,372.00	98,458.00	677,352.00
6.23	97.36	1.00	(0.06)	1,120,206.00	677,352.00	121,608.34



#### STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40 Carson City, Nevada 89706-2575 (775) 687 - 9174 · Fax: (775) 687 - 9113

American Prepartory Academy 8377 West Patrick Ln. Las Vegas NV 89113

Dear Iglody,

Pursuant to NRS 388A.351(2) and NAC 386.410 an annual "Performance audit: Report of compliance" must be conducted by a charter school sponsor for each school it sponsors. For schools sponsored by the State Public Charter School Authority (Authority), the performance audit is a perpetual process resulting in a determination of school compliance, financial sustainability, and academic quality derived from three Performance Frameworks: Academic, Financial and Organizational. The attached file is your schools' *Financial Framework Profile*.

For schools in operation during FY16, the Financial Framework Profile has been populated using the respective audited financial statements as outlined by NAC 387.775 Annual audits. Please feel free to contact Duffy Chagoya at 775-687-9105. The Authority will issue notice of Concern and Good Standing based on these calculations. In the event you identify a discrepancy in this report, please notify Duffy no later than March 31, 2017 so that we can know your calculations. Notices will be sent out by April 14, 2017.

FY17 audited Financial Statements are required to be submitted to the Authority by November 30, 2017. Timely receipt of these will facilitate delivery of the FY17 Financial Framework Profile to schools in the 3<sup>rd</sup> quarter of FY18.

Sincerely,

Patrick Gavin

cc: Christie Olivieri

# **Fiscal Report**

#### **Observations**

American Preparatory Academy's annual independent audit report shows that their financial statements present fairly in all material respects, the respective financial position of the governmental activities, the aggregate remaining fund information, and the respective changes in financial position in conformity with accounting principles generally accepted in the United States of America. The auditor's consideration of internal control over financial reporting did not identify any deficiencies in internal control considered to be material weaknesses.

#### **Near Term Measures**

American Preparatory Academy demonstrates fiscal strength in categories of Current Ratio, Enrollment Forecast Accuracy, and Debt Default. In area of Unrestricted Days of Cash on Hand, there may be cause for concern.

Unrestricted Days of Cash on Hand fell below 60 days, and the one year trend is negative, indicating the school has less than two months of available cash to pay its operating expenses. See Appendix C of the Authority's Performance Framework for the financial profile.

#### **Sustainability Measures**

American Preparatory Academy presents long-term fiscal strength in the area of Cash Flow. American Preparatory Academy presents ongoing concern in areas of Total Margin, Debt to Asset Ratio, and Debt to Service Coverage Ratio. The current year's revenues are exceeded by expenditures and the Aggregated Three Year Total Margin does not meet the negative 10% benchmark demonstrating the school was spending more than it was funded. The Debt to Asset Ratio exceeds the 0.9 measure, signifying the organization owes more than it owns. The Debt to Service Coverage Ratio fell below the 1.10 criterion, alluding to the schools reduced ability to cover its debt obligations. See Appendix C of the Authority's Performance Framework for the financial profile.

#### Is American Preparatory Academy Financially Sound? No

The reason for a 'No' response is based on the failure to meet one of the four near and three of the four long term financial framework standards. The results of the near term and sustainability measures reflect concerns regarding American Preparatory Academy's operation.

#### **Nevada State Public Charter School Authority** Financial Performance Framework Calculations Workbook School American Preparatory Academy of Las Vegas FΥ 2016 **School Code** 18431 \*\*\*Standards for a school in the first two years of operation are being applied\*\*\* **Near Term** Measure 1 - Current Ratio Purpose: The current ratio depicts the relationship between a school's current assets and current liabilities. In addition, the current ratio is a financial ratio that measures whether or not a school has enough resources to pay its debts over the next 12 months. It compares a school's current assets to its current liabilities. Data Source: Statement of Net Position **Total Current Assets** \$2,428,548,00 = 1.98Current Ratio = -**Total Current Liabilities** \$1,226,650.00 2016 Current Ratio -2015 Current Ratio 1.98 - 1.45 One-Year Trend = = 0.53**Total Current Assets** 2,428,548.00 **X** Meets Standard: Must be greater **Total Current Liabilities** 1,226,650.00 Meets Standard: **Current Ratio** Does Not Meet Standard: Between 0.9 and 1.1 1.98 One-Year Trend Does Not Meet Standard: 0.53 Falls Far Below Standard: Less Than 0.9 Measure 2 - Unrestricted Days of Cash-on-Hand Purpose: The unrestricted days cash-on-hand indicates how many days a school can pay its operating expenses without an inflow of cash. National standards state 60-120 cash on-hand is considered a model practice. Data Source: Statement of Net Position; Statement of Revenues, Expenditures and Changes in Fund Balance; Notes to the Financial Statements Average Daily Annual Expense - Annual Depreciation \$29,505,619.00 - \$948,757.00 - = \$78,237.98Expenses = 365 Days 365 Unrestricted Cash and Equivalents \$1,519,973.00 Unrestricted Days of - = 19 4 Average Daily Expenses Cash-on-Hand = \$78.237.98 2016 Cash on Hand -2015 Cash on Hand One-Year Trend = 19.4 - 70.5 = -51.1Annual Expense \$ 29.505.619.00 Meets Standard: Must have a minimum of 30 days cash. 60 to 120 days cash Annual Depreciation 948,757.00 (recommended Maximum) Meets Standard: Total \$ 28,556,862.00 365 **Does Not Meet Standard:** Days of cash between 15 and 29 \$ 1,519,973.00 Unrestricted Cash and Equivalents Does Not Meet Standard: Between 30 and 60 and one-year trend is negative Average Daily Expenses \$ 78,237.98 Falls Far Below Standard: Less than 15 days of cash **Days of Cash-On-Hand** 19.4 One-Year Trend Measure 3 - Enrollment Forecast Accuracy Purpose: Enrollment forecast accuracy tells sponsors whether or not the school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing Data Source: Actual Enrollment = certified validation day numbers; Projected Enrollment = charter school board-approved budgeted enrollment 2016 Forecast Actual Enrollment 1424 - = 106.3% Accuracy = Projected Enrollment 1339 2015 Forecast Actual Enrollment - = 108.8%Projected Enrollment Accuracy = 2014 Forecast **Actual Enrollment** Projected Enrollment Accuracy = 1424 X Meets Standard: Enrollment forecast accuracy must be equal to or exceed 95% for each Actual Enrollment Projected Enrollment 1339 year of operation **Current Year Forecast Accuracy** 106.3% Enrollment forecast accuracy is between 85% and 94% in the most Does Not Meet Standard: **Previous Year Forecast Accuracy** 108.8% recent year 2014 Forecast Accuracy Does Not Meet Standard: Enrollment forecast accuracy is 95% or greater in the most recent year but does not equal or exceed 95% or greater each of the last three years Falls Far Below Standard: Enrollment forecast accuracy is less than 85% in the most recent year Measure 4 - Debt Default Purpose: The debt default indicator addresses whether or not a school is meeting its loan obligations and/or is delinquent with its debt service payments. Notes from the audited financial statements are used as the source of data. In most cases this will not be applicable for charter schools that do not have outstanding loan. Data Source: Notes to the Financial Statements Sponsors may consider a school in default only when the charter school is not making payments on its debt, or when it is out of compliance with other requirements in its debt

X Meets Standard:

Falls Far Below Standard:

Yes

Attachment 25 – School Data Worksheet

Does the school have a loan?

Is the school in default of loan covenants?

covenants

School is not in default of loan covenant(s) and is not delinquent with

School is in default of loan covenant(s) and is not delinquent with debt

debt service payments

service payments

#### **Nevada State Public Charter School Authority Financial Performance Framework Calculations Workbook** School American Preparatory Academy of Las Vegas FΥ 2016 **School Code** 18431 \*\*\*Standards for a school in the first two years of operation are being applied\*\*\* Sustainability Measure 1 - Total Margin Purpose: Total margin measures the deficit or surplus a school yields out of its total revenues, which indicates whether or not the school is operating within its available resources. The measurement looks at the most recent 3 years. Data Source: Statement of Revenues, Expenditures and Changes in Fund Balance Total Expenditures - Total Revenues \$29,505,619.00 - \$9,001,116.00 2016 Total Margin = -<del>--- = -227.8%</del> **Total Revenues** \$9.001.116.00 Total Expenditures - Total Revenues \$2,222,790.00 - \$2,481,657.00 2015 Total Margin = <del>--- = 10.4%</del> \$2,481,657,00 **Total Revenues Total Expenditures - Total Revenues** \$0.00 - \$0.00 2014 Total Margin = **Total Revenues** \$0.00 3 Years Total Expenditures - 3 Years Total (\$29,505,619 + \$2,222,790 + \$0) - (\$9,001,116 + Aggregated Total \$2,481,657 + \$0) Margin = 3 Years Total Revenues (\$9,001,116 + \$2,481,657 + \$0) 2016 Total Revenue \$ 9,001,116.00 Meets Standard: Current total margin must be positive 2016 Total Expenditures \$ 29.505.619.00 Net Surplus \$ (20,504,503.00) Meets Standard: Current Year Total Margin -227.8% **Previous Year Current Margin** 2014 Total Margin Does Not Meet Standard: Current total margin is less than or equal to zero but greater than -10% Three-Year Net Surplus \$ (20,245,636.00) Three-Year Revenues \$ 11,482,773.00 | Falls Far Below Standard: Current year total margin is less than -10% Aggregated Total Margin -176.3% Measure 2 - Debt to Asset Ratio Purpose: The debt to asset ratio measures the amount of debt a school owes versus the assets they own; in other words, it measures the extent to which the school relies on borrowed funds to finance its operations. A debt to asset ratio greater than 1.0 is a generally accepted indicator of potential long-term financial issues, as the organization owes more than it owns, reflecting a risky financial position. A ratio less than 0.9 indicates a financially healthy balance sheet, both in the assets and liabilities, and the implied balance in the equity account. Data Source: Statement of Net Position Total Liabilities\* \$23,174,637.00 Debt to Asset Ratio = -Total Assets \$23 710 701 00 \* PERS pension liability is excluded from Total Liabilities **Total Assets** 23,710,701 Meets Standard: Is less than 0.9 Total Liabilities Is between 0.9 and 1.0 23,174,637 Does Not Meet Standard: **Debt to Asset Ratio** Falls Far Below Standard: Is greater than 1.0 0.98 Measure 3 -Cash Flow Purpose: The cash flow measure indicates a school's change in cash balance from one period to another. This measure includes restricted and unrestricted funds. The measurement looks at the most recent 3 years. Data Source: Statement of Net Position 2016 Cash Flow = 2016 Total Cash - 2015 Total Cash \$1.519.973.00 - \$422.601.00 = \$1,097,372.00 2015 Cash Flow = 2015 Total Cash - 2014 Total Cash \$422,601.00 - \$0.00 = \$422,601.00 2014 Total Cash - 2013 Total Cash \$0.00 - \$0.00 2014 Cash Flow = = \$0.00 Multi-Year Cash Flow 2016 Total Cash - 2014 Total Cash \$1,519,973.00 - \$0.00 = \$1,097,372.00 1,519,973.00 **X** Meets Standard: 2016 Cash Must have positive cumulative cash flow and the most recent year is 2015 Cash 422,601.00 2014 Cash Meets Standard: Current Year Cash Flow \$ 1,097,372.00 Previous Year Cash Flow S 422,601.00 Does Not Meet Standard: Cumulative cash flow is positive, but the current year trend is negative 2014 Cash Flow \$ Multi-Year Cash Flow \$ Falls Far Below Standard: 1,097,372.00 Cumulative cash flow is negative

# Nevada State Public Charter School Authority Financial Performance Framework Calculations Workbook School American Preparatory Academy of Las Vegas FY 2016 School Code 18431 \*\*\*Standards for a school in the first two years of operation are being applied\*\*\* Measure 4 - Debt Service Coverage Ratio

Purpose: The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year. In most cases this will not be applicable for charter schools that do not have an outstanding loan. This ratio measures whether or not a school can pay the principal and interest due on its debt based on the current year's net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator.

Data Source: Statement of Revenues, Expenditures and Changes in Fund Balance; Notes to the Financial Statements

Debt Service	Net income + Depreciation Expense + Interest			
Coverage Ratio =	Expense	=	-\$20,504,503.00 + \$948,757.00 + \$1,279,791.00	= -11.88
Coverage Natio -	Annual Principal + Interest Payments		\$258,944.00 + \$1,279,791.00	<u>.</u> '

Net Income	\$ (20,504,503.00)	Meets Standard:	Is equal to or exceeds 1.10
Depreciation Expense	\$ 948,757.00	X Does Not Meet Standard:	Less than 1.10
Interest Expense	\$ 1,279,791.00		
Total	\$ (18,275,955.00)		
Annual Principal	\$ 258,944.00		
Interest Payments	\$ 1,279,791.00		
Total	\$ 1,538,735.00		
Debt Service Current Ratio	-11.88		

## American Preparatory Academy of Las Vegas

School Code: 18431

	2016		2015		2014		2013	
	Audited F/S	FY15-FY16	Audited F/S	FY14-FY15	Audited F/S	FY13-FY14	Audited F/S	3-Year
Scoresheet Factors	6/30/2016	Change	6/30/2015	Change	6/30/2014	Change	6/30/2013	Cumulative
Cash	1,519,973	260%	422,601	N/A	-	N/A	-	
Total Current Assets	2,428,548	388%	497,763	N/A	-	N/A	-	
Non Current Assets	21,282,153	13839%	152,679	N/A	-	N/A	-	
Total Assets	23,710,701	3545%	650,442	N/A	-	N/A	-	
Current Liabilities	1,226,650	257%	343,350	N/A	-	N/A	-	
Non Current Liabilities	21,947,987	7102%	304,767	N/A	-	N/A	-	
Total Liabilities	23,174,637	3476%	648,117	N/A	-	N/A	-	
Net Assets	536,064	22957%	2,325	N/A	-	N/A	-	
Revenues	9,001,116	263%	2,481,657	N/A	-	N/A	-	11,482,773
Expenditures	29,505,619	1227%	2,222,790	N/A	-	N/A	-	31,728,409
Change in Net Assets	(20,504,503)	-8021%	258,867	N/A	-	N/A	-	(20,245,636)
Depreciation Expense	948,757	2533%	36,037	N/A	-	N/A	-	
Annual Principal	258,944	571%	38,615	N/A	-	N/A	-	
Interest Expense	1,279,791	8101%	15,606	N/A	-	N/A	-	
Outstanding Loan?	Yes		Yes		N/A		N/A	
Debt Default?	No		No		N/A		N/A	
Actual Enrollment	1,424	247%	410	N/A	-	N/A	-	
Projected Enrollment	1,339	255%	377	N/A	-	N/A	-	
Year of Operation	2		1		-		-	

# Attachment 26

**Insurance** 



April 13, 2018

Re: Anticipated Insurance Coverages with K-6 Expansion

To Whom It May Concern,

Pursuant to a request to address the insurance needs of American Preparatory Academy (APA) with the planned K-6 expansion, Distinctive Insurance (DI) and APA are happy to share our plans to address the potential risks and appropriate insurance coverages for this new campus.

It is important to note that APA and DI are constantly analyzing different risks that may affect the school, its teachers and students and address them as they arise. Currently, the APA insurance program meets, and in many cases exceeds, the insurance requirements set forth in NAC 386.215.

The *types of coverages* that will be secured for the new expansion will likely not change much since the scope of school's operations will not be changing. However, the increase in student count and the addition of a new campus call for a reassessment of adequate *levels of insurance*. After careful consideration and discussion with APA, we have a plan to incorporate the proper insurance policies, coverages and limits which we feel are more than adequate given the schools. size, scope of operations and other risk factors. We have also taken into account what similar organizations have done to address these risks in the Nevada market as well as surrounding states. These coverages and limits are outlines in the enclosed "Exbibit A" for your review.

Should you have any questions regarding above or the enclosed exhibit, please don't hesitate to reach out.

Sincerely,
Vance Jolley Principal
Enclosed: Exhibit A

8375 West Flamingo Rd - Ste 102 - Las Vegas - NV - 89147- P 702.396.4844 - F 702.396.4832

# **Exhibit A: ANTICIPATED COVERAGES WITH K-6 EXPANSION**

Current vs. Post Expansion

American Preparatory Academy 8377 W. Patrick Lane Las Vegas, NV 89118

Coverages:	Current	w/ Expansion	Notes_
Student Count	1559	2200	Estimate only
	•		
General Liability Per Occurrence	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
General Liability Aggregate	\$5,000,000	\$8,000,000	
Products/Completed Operations Aggregate	\$5,000,000	\$8,000,000	
Personal and Advertising Injury	\$4,000,000	\$6,000,000	
Abuse or Molestation Per Occurrence	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
Abuse or Molestation Aggregate	\$6,000,000	\$8,000,000	
Abuse or Molestation Deductible	\$0	\$0	
Employee Benefits Liability Per Occurrence	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
	\$6,000,000	\$8,000,000	includes Offibrella/Excess Liffils
Employee Benefits Liability Aggregate	\$6,000,000	\$6,000,000	
lired/Nonowned Auto Liability	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
Physical Damage	\$75,000	\$75,000	
Business Income	\$1,805,000	\$2,500,000	
Employee Dishonesty/Crime	No Coverage	\$1,000,000	
Limited Cyber/Data Compromise	\$50,000	\$1,000,000	
Limited Cyber/Data Compromise	\$50,000	\$100,000	
Educators Legal Liability Per Occurrence	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
Educators Legal Liability Aggregate	\$6,000,000	\$8,000,000	
Educators Legal Liability Deductible	\$5,000	\$5,000	
Non Monetary Defense Occurrence/Aggregate	?	\$100,000 / \$100,000	
Directors & Officers Liability Per Occurrence	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
Directors & Officers Liability Aggregate	\$5,000,000	\$8,000,000	includes Offibrella/Excess Liffits
Directors & Officers Liability Deductible	\$5.000	\$5.000	
briectors & Officers Liability Deductible	φ5,000	φ5,000	
Employment Practices Liability Per Occurrence	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
Employment Practices Liability Aggregate	\$5,000,000	\$8,000,000	
Employment Practices Liability Deductible	\$5,000	\$5,000	
Vorkers Compensation	\$3,000,000	\$6,000,000	
xcess/Umbrella Liability	\$3,000,000	\$5,000,000	
Excess/Umbrella Retention	\$0	\$0	

# Attachment 27

**Letter from SPCSA** 

# BRIAN SANDOVAL Governor

## PATRICK GAVIN Executive Director



#### STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40 Carson City, Nevada 89706-2543 (775) 687 - 9174 · Fax: (775) 687 - 9113

## Via Electronic Mail and Certified Mail--Return Receipt Requested

February 26, 2018

Christie Olivieri School Principal & Finance Manager American Preparatory Academy 8377 West Patrick Lane Las Vegas, NV 89113

Re: 2016-2017 Nevada Star Ratings

Dear Ms Olivieri:

The State Public Charter School Authority (SPCSA) would like to offer our congratulations on your school's achievement outcomes in the 2016-2017 school year. Both the Authority Board and staff are thrilled that the Nevada Department of Education determined that your school achieved a rating of 4 stars under the elementary Nevada State Performance Framework (NSPF) and 5 stars under the middle school NSPF. This is a testament to the hard work of both your team as well as your governing body.

We also want to make sure you are aware of upcoming changes that you should keep in mind as governing body members and school and network leaders. As you know, this is the first year of the revised NSPF for elementary and middle schools. The Department of Education is also in the process of revising the high school performance framework pursuant to recent changes in state and federal law and will issue the first new high school ratings since 2013-14 in the fall of 2018.

A primary goal of the SPCSA's strategic plan is to maintain an unwavering commitment to high quality schools. The Authority Board and staff are very pleased to count your school as a leading performer in Nevada, and look forward to seeing that this year's excellent results are sustained and enhanced during 2018 and beyond.

Sincerely,

Patrick J. Gavin Executive Director

Jason D. Guinasso Chair

Conjectulations! What a great, in

PJGJDG/to

cc: Lee Iglody, Governing Body Chair

Page 2 of 2

# Attachment 28

**Nevada State Report Card** 

# School Year 2016-2017 Nevada School Rating for American Preparatory Academy



American Preparatory Academy

Christie Olivieri, Principal

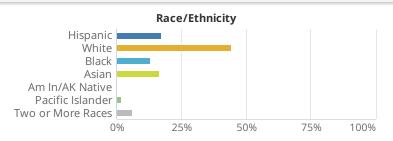
Grade Levels: 0K-11

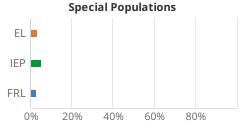
Website:

School Level: Elementary School

8377 West Patrick Lane Las Vegas, NV 89113 Phone: 702-970-6800



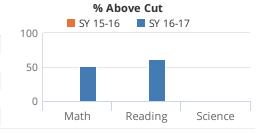




## **Academic Achievement**



	% Above Cut	District
Math CRT	51.4	53.3
ELA CRT	62.1	59.9
Science CRT		
Pooled Average	56.7	56.6
Ready by Grade 3	53.2	56.4



**Median Growth Percentile** 

65

35

### **Student Growth**



	SY 16-17	
Math CRT MGP	60.0	
ELA CRT MGP	53.0	
Math CRT AGP	52.5	
ELA CRT AGP	60.0	

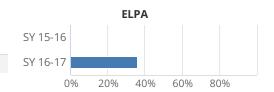


Low Growth

# **English Language**



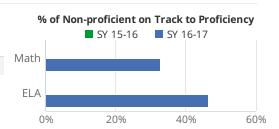
	% of EL Meeting AGP	District
ELPA	36.0	41.4



# **Closing Opportunity Gaps**



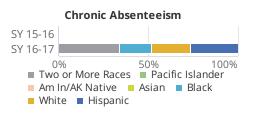
Non-proficient	% Meeting AGP	
Math CRT	32.8	
ELA CRT	46.6	



# **Student Engagement**



	% Chronically Absent	District
Chronic Absenteeism	0.9	10.6
	% Participation	Met Target
Climate Survey	-	NO



# **Student CRT Proficiency**

		Percent Above the Cut				
	Math	District	2017 Math MIP	ELA	District	<b>2017 ELA MIP</b>
American Indian/Alaska Native	-	28.2	27.2	-	35.8	36.3
Asian	64.2	69.6	65.4	77.5	73.2	72.8
Black/African American	40.9	32.3	25	43.9	42.7	36.4
Hispanic/Latino	34.4	41.1	33.1	50	49.3	42.6
Pacific Islander	-	53.9	42.7	-	58.2	53.3
Two or More Races	58	58.4	50.4	67.7	66.4	60.6
White/Caucasian	55.6	59.7	54.9	65.6	65.2	63.9
Special Education	27.7	30.8	20.9	23.5	33.3	22.4
English Learners Current + Former	52.5	42.4	28.8	62.2	44.6	35.1
English Learners Current	19	27.8		28.5	26.5	
Economically Disadvantaged	25	34.7	32.4	35	42.9	41

# **Grade 3 ELA**

Percent Above the Cut	
ELA	District
-	26.6
71.4	68.6
56	40.2
39.2	47
-	48.8
60	58.2
49.2	62.4
-	36.3
53.4	42.2
-	23.1
-	37.5
	ELA - 71.4 56 39.2 - 60 49.2 - 53.4 -

# **Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	55	57	53.6	71
Black/African American	54.5	32.5	37.5	35
Hispanic/Latino	60	45	47.4	50.8
Pacific Islander	-	-	-	-
Two or More Races	71.5	55.5	65	55
White/Caucasian	64	55	57.8	67.7
Special Education	42	30	33.3	25
English Learners Current + Former	60	53	54.4	61.1
English Learners Current	50	50	15.3	38.4
Economically Disadvantaged	49	54	20	46.6

#### **Closing Opportunity Gap** Percent of non-proficient Students meeting AGP **Math AGP ELA AGP** American Indian/Alaska Native 21.7 52.9 25 Black/African American 36.8 33.3 Hispanic/Latino 36.3 Pacific Islander Two or More Races 54.5 White/Caucasian 38.4 51.4 Special Education English Learners Current + Former 23 38.8 English Learners Current 22.7 37.5 **Economically Disadvantaged** 35 36.8

Chronic Absenteeism				
	% Chronically Absent	District		
American Indian/Alaska Native	-	18.2		
Asian	0	4.9		
Black/African American	0.9	19.8		
Hispanic/Latino	1.3	13.4		
Pacific Islander	0	11.5		
Two or More Races	1.7	9.6		
White/Caucasian	1.1	8.4		
Special Education	5.8	13.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	0	15.1		
Economically Disadvantaged	5.5	18.5		

# What does my school rating mean?

**4 Star school**: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

## What do the performance indicators mean?

## **Academic Achievement--Student Proficiency**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

## **English Language Proficiency**

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

## **Student Engagement**

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

#### **Climate Survey**

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

#### Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

#### **Closing Opportunity Gaps/Equity**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
****	at or above 84
***	at or above 67, below 84
***	at or above 50, below 67
**	at or above 27, below 50
*	below 27

# School Year 2016-2017 Nevada School Rating for

# American Preparatory Academy



American Preparatory Academy

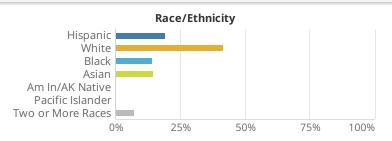
Christie Olivieri, Principal Grade Levels: 0K-11

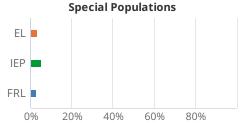
Website:

School Level: Middle School

8377 West Patrick Lane Las Vegas, NV 89113 Phone: 702-970-6800



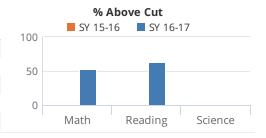




## **Academic Achievement**



	% Above Cut	DISTRICT
Math CRT	53.2	35.7
ELA CRT	63.5	53.2
Science CRT		
Math I End of Course	82.4	87.7
Pooled Average	60.2	46.5



### Student Growth



	SY 16-17	
Math CRT MGP	64.0	
ELA CRT MGP	57.0	
Math CRT AGP	60.0	
FLA CRT AGP	68.0	

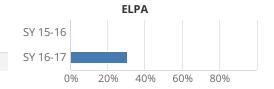


**Median Growth Percentile** 

# **English Language**



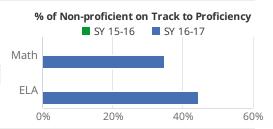
	% of EL Meeting AGP	District
ELPA	30.7	33.5



# **Closing Opportunity Gaps**



Non-proficient	% Meeting AGP
Math CRT	35
ELA CRT	44.7



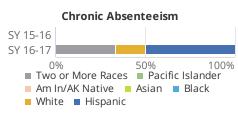
# **Student Engagement**



	0000.	2.5000
Chronic Absenteeism	2.0	9.6
Academic Learning Plans	100	79.5
NAC 389.445 Requirements	98.9	94.3
	% Participation	<b>Met Target</b>
Climate Survey	-	NO

School

District



# **Student CRT Proficiency**

		Percent Above the Cut				
	Math	District	2017 Math MIP	ELA	District	<b>2017 ELA MIP</b>
American Indian/Alaska Native	-	28.5	20.6	-	57.1	37.3
Asian	75.4	63.5	54.1	83	73.8	73.3
Black/African American	42	16.8	15.2	48	33.7	31.1
Hispanic/Latino	40	24.5	21.6	52.8	43.4	39.2
Pacific Islander	-	35.4	30.1	-	57.8	48.1
Two or More Races	70.3	39.4	34.2	70.4	55.9	57.1
White/Caucasian	52.3	42.2	41.4	65.7	60.1	62.7
Special Education	29.4	11.5	9.8	52.9	17.3	13.5
English Learners Current + Former	49.4	26.8	11.6	59.6	36.7	16.1
English Learners Current	20	11.8		26.6	18.2	
Economically Disadvantaged	-	21.8	21.5	-	39.7	38.3

# **Student Growth**

Student Growth Percentile			
Math MGP	ELA MGP	Math AGP	ELA AGP
-	-	-	-
76.5	66.5	82.6	84.6
56	48	42.5	51
61	56.5	48.4	59
-	-	-	-
63	38.5	73	65.3
63.5	57.5	59.8	71.8
27	45	26.6	53.3
65	58	53.6	67
44	40.5	14.2	28.5
-	-	-	-
	- 76.5 56 61 - 63 63.5 27 65 44	Math MGP         ELA MGP           -         -           76.5         66.5           56         48           61         56.5           -         -           63         38.5           63.5         57.5           27         45           65         58           44         40.5	Math MGP         ELA MGP         Math AGP           76.5         66.5         82.6           56         48         42.5           61         56.5         48.4           -         -         -           63         38.5         73           63.5         57.5         59.8           27         45         26.6           65         58         53.6           44         40.5         14.2

# **Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP		
	Math AGP	ELA AGP	
American Indian/Alaska Native	-	<del>-</del>	
Asian	53.3	54.5	
Black/African American	25	29.4	
Hispanic/Latino	31.7	48.2	
Pacific Islander	<del>-</del>	-	
Two or More Races	25	<del>-</del>	
White/Caucasian	40	52.1	
Special Education	<del>-</del>	<del>-</del>	
English Learners Current + Former	19.2	33.3	
English Learners Current	19	22.2	
Economically Disadvantaged	28.5	42.8	

Chronic Absenteeism		
	% Chronically Absent	District
American Indian/Alaska Native	-	12
Asian	0	3.9
Black/African American	0	13.8
Hispanic/Latino	5.2	11.2
Pacific Islander	<del>-</del>	12.3
Two or More Races	3.5	12.4
White/Caucasian	1.8	7.8
Special Education	4.1	16.2
English Learners Current + Former	N/A	N/A
English Learners Current	0	13.9
Economically Disadvantaged	10	13.6

## What does my school rating mean?

**5 Star school**: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

# What do the performance indicators mean?

#### **Academic Achievement--Student Proficiency**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

## **English Language Proficiency**

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

#### **Student Engagement**

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

#### **Climate Survey**

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

#### **Student Growth**

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

#### **Closing Opportunity Gaps/Equity**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
****	at or above 80
***	at or above 70, below 80
***	at or above 50, below 70
**	at or above 29, below 50
*	below 29

# School Year 2016-2017 Nevada School Rating for

# American Preparatory Academy



American Preparatory Academy

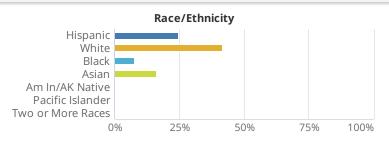
Christie Olivieri, Principal Grade Levels: 0K-11

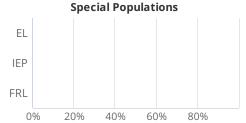
Website:

School Level: High School

8377 West Patrick Lane Las Vegas, NV 89113 Phone: 702-970-6800







## **Academic Achievement**



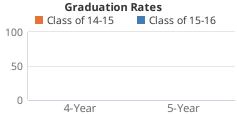
	% Above Cut	District	
Math End of Course	71.2	54.8	
ELA End of Course	74.3	70.5	
Science End of Course			
Pooled Average	72.6	61.8	



## Graduation



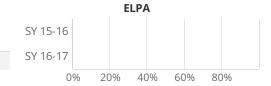
<b>Graduation Rate</b>	School Rate	<b>District Rate</b>
4-Year	N/A	58.5
5-Year	N/A	63.8



# **English Language Proficiency**



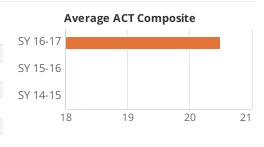
% of EL Meeting AGP	District	
-	14.4	
		AGP



# **College Career Readiness**



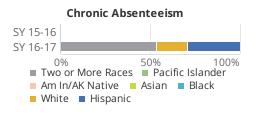
	School	District
ACT Average Composite	20.5	17.8
Grade 9 Sufficiency	100	82.2
Grade 10 Sufficiency	98	71.9
Pooled Average	99	77.4
EOC Math CCR	45.5	25
EOC ELA AL CCR	56.1	43.9
Pooled Average	50.2	34



# **Student Engagement**



	School	District
Chronic Absenteeism	3.3	13.7
Academic Learning Plans	100	78.3
	% Participation	<b>Met Target</b>
Climate Survey	-	NO



# **Student EOC Proficiency**

	Percent Above the Cut							
	Math	2017 Math I	Math	2017 Math II	ELA	2017 ELA I	ELA	2017 ELA II
	I	MIP	II	MIP	I	MIP	II	MIP
American Indian/Alaska Native	-	70.5	-	29.3	-	70.8	-	72
Asian	-	87.5	75	59.3	-	84.2	83.3	84
Black/African American	-	63.5	-	19.6	-	51.4	-	47.8
Hispanic/Latino	84.6	71.2	43.7	28.4	-	64.9	95.2	64.9
Pacific Islander	-	79	-	35.4	-	66.9	-	67.6
Two or More Races	-	79.5	-	41.6	-	75.1	-	75.2
White/Caucasian	100	82	63.6	46.2	-	78.6	80	78.3
Special Education	-	56.2	-	13.4	-	36.1	-	36.7
English Learners Current +	-	61.5	-	13.2	-	40.1	-	32.9
Former								
English Learners Current	-		-		-		-	
Economically Disadvantaged	-	69.3	-	27.3	-	62.7	-	60.8

# Four & Five Year Graduation Rate

<b>Graduation Measures</b>	4y Graduation Rate	District	4y Graduation MIP	5y Graduation Rate	District	5y Graduation MIP
American Indian/Alaska Native	N/A	-	64.7	N/A	-	57.1
Asian	N/A	82	87.9	N/A	86.6	86.4
Black/African American	N/A	47.8	56.5	N/A	56.9	59.4
Hispanic/Latino	N/A	61	69.7	N/A	59.4	67.1
Pacific Islander	N/A	46.1	75.9	N/A	53.8	77.8
Two or More Races	N/A	49.2	76.8	N/A	51.7	79.2
White/Caucasian	N/A	59.3	79.9	N/A	65.4	80.1
Special Education	N/A	28.3	29.3	N/A	35.5	33.8
English Learners Current + Former	N/A	30.7	42.6	N/A	50	37.4
Economically Disadvantaged	N/A	50	66.7	N/A	53.3	68.3

# **ACT Average Composite**

	Composite Score	District
American Indian/Alaska Native	-	15.3
Asian	-	20.8
Black/African American	-	15.6
Hispanic/Latino	-	16.5
Pacific Islander	-	16.9
Two or More Races	-	17.9
White/Caucasian	21.4	18.6
Special Education	-	14
English Learners Current + Former	N/A	N/A
English Learners Current	-	14
Economically Disadvantaged	-	16.4

# **EOC Math & ELA CCR**

Percent	CCR	<b>Achiev</b>	ement	l evel

	Math I	Math I District	Math II	<b>Math II District</b>	ELA I	<b>ELA I District</b>	ELA II	<b>ELA II District</b>
American Indian/Alaska Native	-	15	-	15	-	15.3	-	13.3
Asian	-	41.9	50	40.4	-	57.8	75	67.5
Black/African American	-	19.7	-	7.8	-	23.6	-	23.6
Hispanic/Latino	38.4	24.6	31.2	16.6	-	37.7	71.4	43.6
Pacific Islander	-	27.7	-	15.1	-	44.4	-	48
Two or More Races	-	29.4	-	22.2	-	42.5	-	44.8
White/Caucasian	53.8	32	54.5	23.2	-	46.7	60	44.2
Special Education	-	11.2	-	4.3	-	7.2	-	11.2
English Learners Current + Former	-	20	33.3	17.4	-	6.6	56.2	33.3
English Learners Current	-	18	-	10	-	8	-	22.2
Economically Disadvantaged	-	23.4	-	14	-	33.7	-	36.2

Chronic Absenteeism		
	% Chronically Absent	District
American Indian/Alaska Native	<u>-</u>	20
Asian	0	6.6
Black/African American	0	15.9
Hispanic/Latino	5.4	16.7
Pacific Islander	-	20.1
Two or More Races	10	13
White/Caucasian	3.3	12.1
Special Education	-	17.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	9
Economically Disadvantaged	-	19.5

# What does my school rating mean?

High schools will earn an index score and no star rating based on 2016-2017 school performance. All Nevada schools will receive a star rating in September of 2018.

# What do the performance indicators mean?

#### **Academic Achievement-Student Proficiency**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

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### **Student Engagement**

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### **Climate Survey**

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

#### Graduation

The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort grauation rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required state school accountability reporting date of September 15<sup>th</sup>, the cohort rates used for this indicator lags one yaear behind the other accountability indicators in the school rating system.

#### **College and Career Readiness**

The college and career readiness indicator is made up of three measures: Average ACT Composite Score, Ninth and Tenth Grade Credit Sufficiency, and percent of students achieving college and career readiness status (Level 3 or 4) on the Math, ELA or Science End-of-Course assessments.

#### **Star Rating**

**Index Score** 

**TBD** 

# Attachment 29

**Bylaws** 

#### **BYLAWS FOR**

## **American Preparatory Academy - Las Vegas**

- 1. General Provisions.
- 1.1 Name. The name of the School is American Preparatory Academy Las Vegas (the "School").
- 1.2 Legal Status. This School is a charter school formed pursuant to Nevada Revised Statutes, as amended ("NRS"), Sections 386.500 to 386.610, inclusive, and Nevada Administrative Code, as amended ("NAC"), Sections 386.010 to 386.415, inclusive, sponsored by the State Public Charter School Authority of Nevada (the "SPCSA"). The Governing Board is an independent body under the authorization of the SPCSA. The Board of Directors of the School (the "Board of Directors") shall direct and plan all of the School's operations as set forth herein.
- 1.3 Location. The principal office of the School shall be located at the facility (the "Facility") as set forth in the written charter granted by the SPCSA pursuant to NRS Section 386.527 (the "Charter"), which charter may be amended from time to time. The Board of Directors will file all necessary notifications regarding a change in the location of the Facility with the SPCSA and the Department of Education of the State of Nevada (the "Department of Education"), as required under NAC Section 386.210.
- 2. Purpose. The purpose for which the School is organized is to operate a charter school in Nevada for full-time at-risk students (as defined in NRS Section 386.500) who have needs that may not be easily met in a traditional school or classroom setting. The mission of the School is to provide: (i) an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements; (ii) each student an opportunity to greatly increase the achievement of his/her individual potential, with concrete plans for his/her educational achievement; and (iii) to provide a flexible, innovative, and closely supervised learning program with instruction, supervision and support from highly qualified teachers.
- 3. *Authority*. The School may engage in all activities that may lawfully be carried out by a charter school under NRS Sections 386.500 to 386.610, inclusive, and NAC Sections 386.010 to 386.415, inclusive, and all other federal and state, statutes, laws (including common law), ordinances, rules or regulations ("*Laws*") applicable to the operations of the School.
- 4. *Non-Discrimination*. The School will not engage in any policy or practice that could deprive any individual of a right or privilege because of race, gender, religion, ethnicity, age, disability, sexual orientation or other federal or State of Nevada protected class. The School shall be open to all students in the State of Nevada on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity, national origin, disability or sexual orientation. The School shall conduct all of its activities in accordance with all Laws relating to anti-discrimination and applicable to the operations of the School

## 5. Board of Directors.

- 5.1 Formation. The initial Board of Directors shall be formed after the approval and grant of the Charter by the SPCSA and shall consist of the members of the Committee to Form the School (the "Committee"). Former members of the Committee who are prohibited from being members of the Board of Directors under NRS Section 386.549 and NAC Section 386.345 or other applicable Nevada statute or regulation shall resign from the Board of Directors at its first meeting. The remaining members of the Board of Directors shall fill all vacancies created by such resignations or these Bylaws at the first meeting.
- 5.2 Composition of the Board of Directors. The Board of Directors shall consist of five individuals, each of whom shall be elected at the annual meeting of the Board of Directors. Each director shall serve three-year terms except as provided below in this Section. The directors may serve no more than three consecutive terms. Five members of the Committee, as listed in the application of the School and as approved by the SPCSA, shall be appointed to initial terms as follows: two individuals shall serve two-year terms, and three individuals shall serve three-year terms. This initial term shall be counted in arriving at the term limit for a director.
- (a) Requirements of Directors. The members of the Board of Directors shall be comprised of the following: (i) At least one member who is a teacher or other person licensed pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; (ii) One member who: (1) Satisfies the qualifications of paragraph (i), or (2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing; (iii) One parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school; (iv) Two members who possess knowledge and experience in one or more of the following areas: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources. At all times, the Board of Directors shall comply with the requirements set forth in NRS 386.549 governing membership and qualification of a Nevada charter school governing body.
- (b) (i) the Board of Directors shall not include less than two Nevada licensed teachers (or as defined in NRS Section 386.549(5)), each having no less than two years of experience as an employed teacher, or other stipulations or whatever stipulations as required by Nevada law, and (ii) no less than three of the five directors shall be residents of Clark County, Nevada.

Prohibited Directors. Notwithstanding the above, (i) the Board of Directors shall not include more than two individuals who represent the same organization, business or otherwise represent the interests of the same business or organization; (ii) a director shall not be an employee of the Board of Directors or the School, including, without limitation, an administrator or teacher; (iii) a director shall not be a contractor of the Board of Directors or the School; (iv) if a director serves as a director or as a representative of a nonprofit organization or business, no other director shall serve as a representative of such organization or business or represent the interests of such organization or business; (v) according to NAC 386.345(2)(b) - a person who is related by blood or marriage to an employee of the governing body or charter school; (vi) a person who is

related by blood or marriage to another member of the governing body; and (vii) (v) the Board of Directors shall not consider any director nomination from any contractor of the school, especially any educational management organization.

- (c) Additional Requirements. All directors serving shall:
- (i) be devoted to the purpose and mission of the School, shall represent the interests of the community, will possess the skills necessary to address the financial and operational matters affecting the School;
  - (ii) be fingerprinted in accordance with NRS Section 386.588;
- (iii) shall submit an affidavit indicating that he or she has not been convicted of a felony relating to any offense involving moral turpitude and that he or she has read and understands the material concerning the roles and responsibilities of members of a governing body of a charter school and all other material designed to assist the governing bodies of charter schools if such material is provided to him or her by the Department of Education in accordance with NRS Section 386.549; and
- (iv) shall submit a resume to the Chairperson of the Board of Directors (the "*Chairperson*") and all other information and documents as required from time to time under applicable Laws relating to the operations of the School.
- (v) The Board of Directors shall, during each calendar quarter, hold at least one regularly scheduled public meeting in the county in which the charter school is located. Upon an affirmative vote of a majority of the membership of the Board of Directors, each member is entitled to receive a salary of not more than \$80 for attendance at each meeting, as fixed by the Board of Directors, not to exceed payment for more than one meeting per month.

#### 5.3 Election and Tenure of Directors

- vote of those directors voting and in office at the annual meeting of the Board of Directors in May notwithstanding the Board of Directors' authority to fill a vacancy for an unexpired term. Any director may submit the name of a prospective director to the Board of Directors by nomination; provided that the individual so nominated must indicate his or her acceptance and willingness to serve by submitting to the Board or Directors, a letter of interest and a resume setting forth his or her education and employment experience. The Board of Directors may not discriminate against potential directors on the basis of race, gender, religion, ethnicity, national origin, age, sexual orientation, marital status or non-disqualifying handicap or mental condition. The Board of Directors shall endeavor to recruit members who represent the diversity of the community the school serves. The identification of new members is a responsibility primarily of existing members; it is improper for employees of the charter school, the school administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body.
- (b) *Notification*. The School shall notify the SPCSA within ten business days of the selection of a new director or of any change to the members of the Board of

Directors and must provide the SPCSA with a new director's affidavit in accordance with NRS Section 386.549(1)(b). Additionally, within five business days after the initial directors are selected or any other director is elected, the Board of Directors shall submit to the Department of Education: (i) the name and address of each director; (ii) the resume of each director; (iii) the state of residence of each director; (iv) if a member serves as teacher on the Board of Directors, a photocopy of the license to teach; and (v) an affidavit as set forth in clause (iii) of Section 4.2.

- (c) *Training*. Newly elected directors shall be given an orientation by the Board of Directors prior to such directors attending their first meeting of the Board of Directors. All directors shall be provided general training with respect to their duties as a director, compliance with applicable Laws relating to the operations of a Charter School and other matters.
- 5.4 Removal of Directors. Any director may be removed with or without cause by a majority vote of the disinterested directors then in office. No director will be removed from office unless (i) the notice of the meeting at which removal is to be considered states such purpose and (ii) the director whose removal is sought has an opportunity to be heard at such meeting.
- 5.5 Resignation of Directors. Any director may resign by delivering his or her written resignation to the Chairperson at any time. Such resignation will be effective upon receipt (unless specified to be effective at some other time) and acceptance thereof will not be necessary to make it effective. Any director who verbally resigns at any meeting or to the Chairperson will be deemed to have submitted a written resignation if such director fails to submit a written resignation within 15 days following said verbal resignation. The Secretary of the Board of Directors (the "Secretary") will send such written confirmation promptly following any such verbal resignation and shall also notify the Department of Education.
- 5.6 Vacancy(ies) on the Board of Directors. Any vacancy on the Board of Directors created by a resignation, death or other incapacity of a director or any removal will be filled by majority vote of the directors remaining in office. A new director so elected will hold office only for the unexpired term created by the vacancy but will be eligible for a subsequent full-term appointment. The months of service of the director filling the unexpired term will not be counted toward the term limit of the director should he or she be elected to a subsequent full term(s). The directors will act immediately to fill any vacancy and take no other action until any vacancy is filled in accordance with the requirements of sections 5.2 and NRS 386.549.

#### 5.7 *Board Meetings*.

(a) Open Meeting Law. Meetings of the Board of Directors shall be subject to the requirements of the open meeting laws as set forth in Chapter 241 of the NRS (the "Open Meeting Law") and the provisions of this Section 5.7, and all notices and postings relating to the meetings of the Board of Directors and any meetings of Committees (as defined in Section 4.9) shall be given in accordance with the requirements set forth in the Open Meeting Law and the provisions of this Section 5.7.

- (b) Annual Meetings. The Board of Directors will hold an annual meeting in May of each year for the purpose of electing directors and officers and for the transaction of such business as may properly come before such meeting. Written notice stating the place, day and hour of each meeting shall be given to each director by facsimile transmission or first class mail at least three business days prior to the date fixed for the annual meeting or the quarterly meeting. Notice of the meeting must also be provided in accordance with the Open Meeting Law.
- (c) Regular Meetings and Special Meetings. The Board of Directors shall establish a regular day and place for regular meetings that shall occur at least once a calendar quarter, and such regularly scheduled meetings shall be held at least once a calendar quarter in the county in which the School is located. Special meetings of the Board of Directors may be called at any time by the Chairperson or by a majority of the Board of Directors. Notice of a meeting must be provided in accordance with the Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each director by facsimile transmission or first class mail at least three business days before the date fixed for the meeting and to all those individuals who request notice of meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting.
- (d) Agenda. The Chairperson will be responsible for preparing the meeting agenda in accordance with NRS Section 241.020(2) and for distribution of the agenda to all directors, along with other relevant meeting information, by at least 9 a.m. (Pacific Standard Time) of the third business day prior to each meeting. In addition to previously requested agenda items, any director may provide additional agenda items for a meeting by providing, via facsimile or regular mail the requested agenda items, setting forth the appropriate place on the agenda format (as set forth below in this Section), and a realistic time requirement for such item to the Chairperson. Such requests must be received at least 24 hours prior to the posting deadline pursuant to the Open Meeting Law. The agenda format may vary slightly but all agendas shall contain the following minimum sections: (i) call to order; (ii) correspondence, (iii) old business; (iv) new business; (v) public comment; and (vi) adjournment.
- (e) *Public Comment*. Time shall be set aside at each meeting of the Board of Directors and the meetings of committees for public comments. After each speaker identifies himself or herself by name, address and affiliations, public comments shall be permitted and shall be limited as determined by the Chairperson.
- (f) Meeting Format. Except as otherwise provided herein, the meetings of the Board of Directors will be conducted in accordance with Robert's Rules of Order; provided, however, in the event that there is an inconsistency with the Robert's Rules of Order and the Opening Meeting Law, the Opening Meeting Law shall govern.
- (g) Closed Meeting. Except as otherwise provided in NRS Sections 241.030, 241.031 and 241.033, any director may call a closed meeting or may close a portion of a meeting (the "Closed Meeting") during any special or regular meeting of the Board of Directors for issues concerning the character, alleged misconduct, professional competence or physical mental health of a person or other matters as permitted by the Open Meeting Law. All persons except the directors may be excluded from the Closed Meeting at the discretion of the

Chairperson. Following such Closed Meeting, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Meeting. No action may be taken in a Closed Meeting.

- (h) *Minutes*. Minutes of each meeting of the Board of Directors and each Committee shall be taken and shall be approved by the Board of Directors and each Committee and posted at the Facility and at any other location as required under the Open Meeting Law. Additionally, not later than 30 business days after each meeting of the Board of Directors or a Committee, the Board of Directors shall submit to the Department of Education and to the SPCSA a copy of the minutes of such meeting and shall submit such written statements to the Department of Education and to the SPCSA as required under NAC Section 386.345(7). The minutes of each meeting shall be approved at the next meeting of the Board of Directors or the Committee, as the case may be, and shall be revised as necessary.
- (i) Quorum. A majority of the directors will constitute a quorum for the transaction of business at any meeting of the Board of Directors. At any meeting of the Board of Directors at which a quorum is present, a majority of those directors present may decide any matter, unless a different vote is specified by law or by these Bylaws.
- (j) Attendance. A director who is absent for more than three consecutive Board meetings will be subject to removal.
  - (k) *Proxy Voting*. Voting by proxy is not permitted.
- (l) Audio recording. Each meeting shall be audio recorded and these records shall be available to the Board of Education, SPCSA and interested members of the public.
- 5.8 Compensation. Directors shall serve without compensation, except for lawful public meeting salary payments as provided in NRS 386.549(5). Directors are precluded from receiving compensation for any services to the School in any other capacity; *provided, however*, in addition to the public meeting salary mentioned above, the School may reimburse a director for reasonable travel expenses incurred in connection with his or her duties as a director to the extent permitted by applicable Law.
- 5.9 Board Committees. The Board of Directors may elect or appoint standing or special committees ("Committees"), as the Board of Directors may from time to time determine necessary or advisable, and may delegate, to the extent permitted by Law, the Charter or these Bylaws, such powers and duties thereto as they may deem advisable; provided, however, all Committees shall include at least one director appointed by the Chairperson. The members of any Committee will serve on such Committee at the pleasure of the Board of Directors.
- (a) Standing Committees. The creation of additional Committees will serve a limited purpose and for a limited period of time, and the Board of Directors will define the purposes, duties, timeline and particular powers for each Committee as set forth in a resolution approved by the Board of Directors. Standing Committees of the Board of Directors shall include the following:

- (i) The Academic Committee reviews issues related to the School's instructional program and the status of progress towards achieving school accountability goals and makes written reports to the Board of Directors regarding such issues;
- (ii) The Finance Committee reviews the annual audited statements and makes recommendations relating to overall financial management issues; and
- (iii) The Compliance Committee reviews the School's compliance with all applicable Laws and recommends additional methods for such compliance.
- (b) Prohibited Activities of a Committee. The Board of Directors shall not delegate the power to contract or the authority over matters relating to the finances or the budget of the School.
- 5.10 *Board Member Duties*. All directors are expected to conduct themselves in keeping with a director's duty of care and duty of loyalty to the School. Directors are expected to attend meetings regularly, to avoid conflicts of interest and to annually file any statements required by applicable Law.
- 5.11 *Board Powers and Responsibilities.* The Board of Directors shall manage and oversee the business, operations and property of the School, subject to the Charter and these Bylaws. Without limiting the foregoing, the Board of Directors shall have the authority to:
- (a) Perform any and all duties imposed on the Board of Directors by applicable Law relating to the operations of the School or by these Bylaws;
- (b) Make and change policies, rules and regulations of the School for the management and operations of the School, including its employees and agents;
- (c) Enter into agreements and contracts with any person for the lease, purchase or otherwise acquire, in the name of the School, any and all property deemed necessary for the operations of the School, and for any lawful purpose, including, without limitation, the School's educational management organization (the "EMO");
- (d) Solicit, apply for and receive grants and other funding consistent with the mission of the School with the objective of raising funds for the operations of the School;
- (e) Hire, supervise and direct an individual who will be responsible for all day-to-day operations of the School;
  - (f) Develop an annual schedule of events and activities of the School;
- (g) Determine the School's curriculum in consultation with the teachers;
- (h) Establish and approve all educational and operational policies, including, without limitation, written rules of academic retention, behavior required or prohibited

by the School and appropriate punishments for such violations and all other written rules and policies as required under applicable Law;

- (i) Distribute all written rules and policies as required under applicable Law or as otherwise determined by the Board of Directors;
- (j) Not later than June 8 of each year, adopt the annual budget of the School for the ensuing fiscal year in accordance with NAC Section 386.725, and submit such final budget to the Department of Education, the SPCSA, the Legislative Counsel Bureau and any other person required pursuant to applicable Law;
- (k) Arrange for an independent annual audit in accordance with NAC Section 387.775, to be conducted by a certified public accountant or partnership or professional corporation registered pursuant to the provision of Chapter 628 of the NRS selected by the Board of Directors, and cause copies of such audit to be delivered to the Department of Education, the SPCSA and the Legislative Counsel Bureau;
  - (1) Provide continuous fiscal oversight of the School;
- (m) Review and make a determination of statutes and bills described in a memorandum pursuant to NRS Section 386.552 (3) or an addendum to a memorandum pursuant to NRS Section 386.552(4) that requires plans for implementation of statutes or bills ensuring that the School complies with such statutes or bills and prepare such plans in accordance with NRS Sections 386.552(2) and (3), and provide written notice as required under NRS Sections 386.552(2) and (3);
- (n) Prepare, submit and file written reports as required under NRS Sections 386.600, 386.605 and 386.610 and distribute such reports as required thereunder;
- (o) Cause to keep complete records of all minutes, acts and proceedings of the Board of Directors and the Committees;
- (p) Uphold and enforce all laws relating to the operations of the School;
- (q) Ensure adequate funding for the operations of the School, the academic progress and success of the School and Charter renewal; and
- (r) Take any other reasonable action necessary to carry out the duties set forth in the Charter; provided that such action shall not conflict with applicable Law relating to the operations of the School.

#### 6. *Officers*.

6.1 *Number and Qualification of Officers.* The Board of Directors, at its annual meeting, shall elect a Chairperson, Vice-Chairperson, a Secretary, Treasurer and such other officers as the Board of Directors from time to time deem to be necessary to elect.

- 6.2 Election and Tenure of Officers. The officers will be elected for a term of one year at the annual meeting of the Board of Directors unless a shorter period will have been specified by the terms of his or her election or appointment, or until such officer dies, resigns or is removed.
- 6.3 Power of Officers. Officers will have the powers and perform the duties customarily belonging to their respective offices, including the powers and duties set forth below in this Section 5.3.
- (a) Chairperson. The Chairperson will preside at all meetings of the Board of Directors and shall have general supervision over the business and operations of the School, subject to the control of the Board of Directors and the applicable laws. He or she shall sign, execute and acknowledge, in the name of the School all certificates, contracts or other instruments, authorized by the Board of Directors, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or to some other officer of the Board of Directors; and, in general, shall perform all duties incident to the office of a chairman of a board of directors or the president, and such other duties as from time to time may be assigned to him or her by the Board of Directors.
- (b) *Vice-Chairperson*. The Vice-Chairperson shall perform the duties of the Chairperson in the Chairperson's absence and such other duties as may be assigned from time to time by the Board of Directors or by the Chairperson.
- (c) *Treasurer*. The Treasurer will oversee financial affairs, funds, securities and other valuable papers of the School. The Treasurer will also oversee all books of accounts, accounting records, and accounting procedures of the School. The Treasurer will have such other duties and powers as designated by the Board of Directors and Chairperson.
- (d) Secretary. The Secretary shall attend all meetings of the Board of Directors and shall record the proceedings thereof in a book or books to be kept for that purpose; see that notices are given and records and reports properly kept and filed by the School as required by Law. The Secretary shall be responsible for the preparation and distribution of the minutes of the meetings of the Board of Directors in accordance with the Open Meeting Law and other applicable Laws. Additionally, the Secretary shall perform all duties incident to the office of secretary, and such other duties as may from time to time be assigned to him or her by the Board of Directors or the Chairperson.
- 6.4 Resignation of Officers. Any officer may resign by delivering his or her written resignation to the Chairperson or Secretary. Such resignation will be effective upon receipt (unless specified to be effective at some other time) and acceptance thereof will not be necessary to make it effective. Any officer who verbally resigns at any meeting or to the Chairperson of the Board of Directors will be deemed to have submitted a written resignation if such officer fails to submit a written resignation within 15 days following the receipt by such officer of written confirmation of such verbal resignation from the Secretary. The Secretary will send such written confirmation promptly following any such verbal resignation.

- 6.5 Removal of Officers. Any officer may be removed, with or without cause, by two-thirds of the Directors in office and voting. No officer will be removed from office unless the notice of the meeting at which removal is to be considered states such purpose and an opportunity to be heard at such meeting is given to the officer whose removal is sought.
- 6.6 *Officer Vacancy(ies)*. Any officer vacancy may be filled by majority vote of the directors then in office and voting for the unexpired portion of the term.
- 6.7 Agents Educational Management Organization. An EMO will provide the Board of Directors and the School with management services subject to a contract reviewed by the SPCSA. Such agreement will delineate the specific terms and conditions of services. The agreement will ensure that the Board of Directors retains ultimate control of school policy and operations, and the EMO will provide management services to carry out the board's directives. At a minimum, and with the approval and oversight of the directors, the EMO will:
- (a) Coordinate the development and delivery of the School's curriculum and professional development activities in accordance with the School's Charter;
- (b) Ensure effective and viable administration and operation of the School;
- (c) Report to the Board of Directors as determined by the Board of Directors on the above functions; and
- (d) Comply with all applicable Laws, the Charter, the policies of the Board of Directors and these Bylaws.

#### 7. Transactions and Records.

- 7.1 Execution of Agreements. Unless otherwise specified herein or required by Law, all contracts, agreements and documents purporting to bind the School or the Board shall require the signature of the Chairperson and the Treasurer.
- 7.2 Loans. No loans shall be made for or on behalf of the School and no evidence of indebtedness shall be made in the name of the School unless authorized in a resolution of the Board of Directors. Additionally, no loan shall be made to any officer or director of the School.
- 7.3 Checks and Payments. All checks drafts or other orders for payment of money, notes or other evidence of indebtedness issued in the name of the School in the amount of Five Thousand Dollars (\$5,000.00) or less shall be signed by such officer(s) or agents of the School and in such manner as shall be determined by the Board or Directors, or, in the alternative, may be signed by the Chairperson or Treasurer. Any checks, drafts or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School over Five Thousand dollars (\$5,000.00) shall be signed by both the Chairperson and the Treasurer of the Board of Directors and shall not be signed until the Board of Directors has approved the expenditure.

- 7.4 *Deposits*. All funds of the School shall be deposited to the credit of the School in a bank, credit union or financial institution located in the State of Nevada.
- 7.5 *Gifts*. To the extent permitted by Law, the Board of Directors may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.
- 7.6 Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.
- 7.7 Books and Records. The School will keep at the principal office of the School: (i) correct and complete books and records of account, minutes of the proceedings of the Board of Directors' meetings; (ii) a register of the names and addresses of the directors of the School; and (iii) such other records required under applicable Law relating to the operations of the School.
- 8. Personal Liability. No director, officer or member of the School will be personally liable to the School for monetary damages for or arising out of a breach of fiduciary duty as an officer or trustee notwithstanding any provision of law imposing such liability; provided, however, that the foregoing will not eliminate or limit the liability of a Director or officer to the extent that such liability is imposed by applicable Law for:
  - (a) a breach of the director's duty of loyalty to the School,
- (b) acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the Law, or
- (c) any transaction from which the director or officer derived an improper personal benefit.

The directors and officers will not be personally liable for any debt, liability or obligation of the School. All persons extending credit to, contracting with or having any claim against the School may look only to the funds and property of the School for the payment of any such contract or claim, for any money that may otherwise become due or payable to them from the School.

9. *Indemnification*. To the extent permitted by Law, the School will indemnify each of the School's former and present directors, officers, employees, other agents and their respective heirs, executors and administrators ("*Indemnified Person*") against all liabilities and expenses, including amounts paid in satisfaction of judgment in compromise or as fines and penalties, and reasonable attorneys' fees in connection with the defense or disposition of any action, suit or other proceeding, whether civil or criminal, in which he or she may be involved or with which he or she may be threatened, while in office or thereafter, by reason of his or her being or having been an Indemnified Person, except with respect to any matter as to which he or she will have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interests of the School; *provided, however*, that as to any matter disposed of by a compromise payment by such director, officer, employee or agent, pursuant to a consent decree or otherwise, no indemnification either for said payment or

for any other expenses will be provided unless such compromise has been approved as in the best interests of the School, after notice that it involves such indemnification by a majority of the disinterested directors then in office. Expenses, including attorneys' fees, reasonably incurred by the Indemnified Person in connection with the defense or disposition of any such proceeding may be paid from time to time by the School in advance of the final disposition thereof; such Indemnified Person shall be required to repay such amounts to the School if he or she will be adjudicated to be not entitled to indemnification under laws of the State of Nevada. The rights of indemnification hereby provided will not be exclusive of or by or affect any other rights to which any Indemnified Person may be entitled. As used in this Section, an "interested" director is one against whom in such capacity the proceedings in question or another proceeding on the same or similar grounds so then.

- 10. Amendments. These Bylaws may be altered, amended or repealed, or new Bylaws may be adopted, by an affirmative vote of a majority of the directors and voting at any regular meeting of the Board of Directors; provided, however, that two weeks advance notice (including a copy of any proposed changes) will be given to all directors that the Board of Directors has scheduled consideration of an amendment of the Bylaws and any other notice will be given and posted as required under the Open Meeting Law. Any amendment of the Bylaws must be memorialized in writing, submitted to the SPCSA and must be approved by the SPCSA prior to such amendment becoming effective.
- 11. *Inconsistencies*. In the event of any inconsistency between NRS, on the one hand, and NAC, the Charter or these Bylaws, on the other hand, the NRS will control. In the event of any inconsistency between NAC, on the one hand, and the Charter or these Bylaws, on the other hand, the NAC will control. In the event of any inconsistency between the Charter, on the one hand, and these Bylaws, on the other hand, these Bylaws will control.
- 12. Construction. The captions of the sections of these Bylaws are for convenience and reference only, and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of these Bylaws. Any pronouns or references used herein shall be deemed to include the masculine, feminine or neuter genders as appropriate. Any expression in the singular or the plural shall, if appropriate in the context, include both the singular and the plural.

#### 13. Revocation of Charter or Dissolution.

- 13.1 *Election of Administrator*. If, at any time and for any reason, the Charter of the School is revoked or the School ceases to operate, the Board of Directors shall appoint an administrator to act as a trustee during the process of the closure of the School and for one year after the date of the closure. Such administrator shall comply with applicable Law regarding the closure of the School.
- 13.2 Assets. If, at any time and for any reason, the Charter of the School is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of and delivered to such persons as required by the laws and regulations of the State of Nevada.

#### CERTIFICATION

i ne undersigned	aury appointed	Secretary of	the	School	does n	ereby	certify	tnat	tn
foregoing Bylaws were	adopted by the	unanimous	vote	of the	Board	of Di	irectors	and	ar
effective as of	, 200								
	-						_		
				. Pro	esident				

# Attachment 30

**Conflict of Interest Policy** 

#### American Preparatory Academy Las Vegas (APA-LV)

### Conflict of Interest Policy And Annual Statement

### For Directors and Officers and Members of a Committee with Board Delegated Powers

#### Article I -- Purpose

- 1. The purpose of this Board conflict of interest policy is to protect APA-LV's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of APA-LV or might result in a possible excess benefit transaction.
- 2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to Nevada Charter Schools.
- 3. This policy is also intended to identify "independent" directors.

#### Article II -- Definitions

- 1. Interested person -- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- 2. Financial interest -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in any entity with which APA-LV has a transaction or arrangement,
  - b. A compensation arrangement with APA-LV or with any entity or individual with which APA-LV has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which APA-LV is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial

interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

- 3. **Independent Director** -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" when the director -
  - a. is not, and has not been for a period of at least three years, an employee of APA-LV or any entity in which APA-LV has a financial interest;
  - b. does not directly or indirectly have a significant business relationship with APA-LV, which might affect independence in decision-making;
  - c. is not employed as an executive of another corporation where any of APA-LV's executive officers or employees serve on that corporation's compensation committee; and
  - d. does not have an immediate family member who is an executive officer or employee of APA-LV or who holds a position that has a significant financial relationship with APA-LV.

#### **Article III -- Procedures**

- 1. **Duty to Disclose** -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
- 2. Recusal of Self Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
- 3. Determining Whether a Conflict of Interest Exists -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

#### 4. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

- b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board or Executive Committee shall determine whether APA-LV can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in APA-LV's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
- e. Notwithstanding any other provision contained herein, no family member of a director shall be a compensated employee of APA-LV or American Preparatory Schools, Inc.

#### 5. Violations of the Conflicts of Interest Policy

- a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### Article IV — Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### Article V — Annual Statements

- 1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
  - a. Has received a copy of the conflict of interest policy,
  - b. Has read and understands the policy,
  - c. Has agreed to comply with the policy, and
  - d. Understands APA-LV is a Nevada Charter School subject to the applicable conflict laws of the State of Nevada.
- 2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
- 3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
- 4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

The End

### Attachment 31

**Utah Facilities Cost Document** 

Campus	WV2	WV1	Draper	Draper II	Salem	K Center	D3
Amount Financed	\$ 30,824,764.56	\$ 7,895,000.00	\$ 5,235,032.53	\$ 14,538,568.36	\$ 5,027,123.00	\$ -	\$ 16,162,022.00
Annual Facility Cost	\$ 946,596.00	\$ 480,048.00	\$ 238,745.16	\$ 663,035.52	\$ 432,312.00	\$ 146,304.00	\$ 1,162,225.80
<b>Budgeted Expenses</b>	\$ 9,988,544.55	\$ 4,503,235.15	\$ 4,313,235.15	\$ 7,377,902.23	\$ 3,120,000.00	\$ 756,707.92	\$ 5,000,085.80
Facilities/Total Expenses	9.48%	10.66%	5.54%	8.99%	13.86%	19.33%	23.24%

Weighted Average

12.74%

## Attachment 32

**Utah Special Education Test Results** 

The following tables include Special Education data from American Prep campuses in Utah.

- First, American Prep outperforms the State of Utah in getting students into the general education environment by 35%.
- Second, American Prep consistently and often significantly outperforms the state of Utah in SpEd students reaching "proficiency level" on SAGE testing.

The first table offers demographic comparisons of American Prep SpEd students to the State averages in several areas. Most significant on this table is that it identifies American Prep exceeds the state percentage of SpEd students in a "V1" placement by nearly 35%. This states that over 88% of our special populations are receiving 80% or more or their instructional time with their peers. The State of Utah is at a 60% "V1" placement. The leadership team is instrumental in this accomplishment because it is their direct knowledge of academic and behavioral data that makes it possible to accomplish these outcomes through our ability leveled groupings using the instructional model described above. American Prep attributes that placement in the "V1" environment to the high percentages of proficiency in the SpEd population on the SAGE exams. The instructional model combined with leadership knowledge and proper use of academic and behavioral data, accountability to the executive level and they to the Board is a significant contributor to those excellent outcomes.

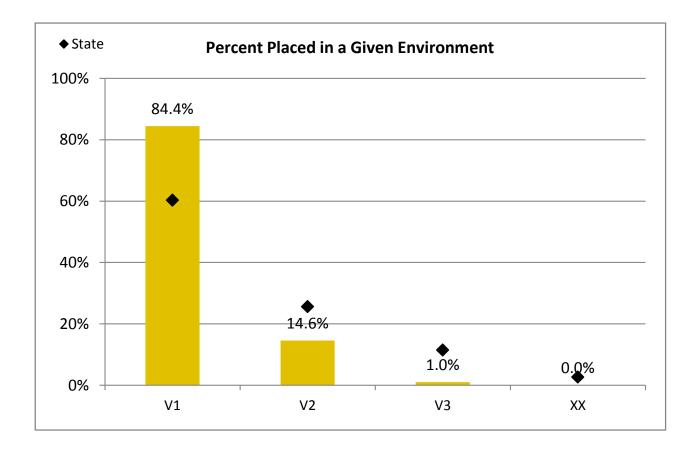
The second demonstration in the Math and ELA proficiency percentages shows a persistent pattern of outperforming the average State percentages over a 4-year measure of time. Even with slight declines in some periods within certain categories of disability and within certain age demographics, the trend demonstrates that American Prep consistently outperforms the State averages of proficiency for SpEd students participating in the SAGE Testing protocols of Math and English Language Arts in 24 of 26 measures.

In the case of underperforming students, specifically those that are not achieving grade level and are not able to apply them myself to see a change.

#### Who Are Our Students with Disabilities?

Special Education Demographics, Dec. 2015, Age 6 to 21

Number of enrolled students with disabilities = 405



Students w/Disabilities

#### **Proficiency Rates by Subgroup**

SAGE Data

Math What Percent of a Particular Group of	Spring	g <b>2014</b> %	Spring	; <b>201</b> 5 %	Spring	g <b>201</b> 6 %	All \ Sum of	ears/	Spring 2016	
Students Scored Proficient?	# students		# students		# students		Students	% proficient	# students	% proficient
Total										
Overall	250	24.4%	300	19.0%	292	23.6%	842	22.2%	45092	15.8%
Gender										
Female					110	18.2%	110	18.2%	16499	12.1%
Male					182	26.9%	182	26.9%	28593	17.9%
Ethnicity										
Asian	6	16.7%	10	30.0%	12	25.0%	28	25.0%	399	23.3%
Black	4	0.0%	7	14.3%	9	22.2%	20		864	
Hispanic	58	5.2%	75	10.7%	107	15.0%	240		9528	
Multi-Racial	3	66.7%	5	20.0%	5	0.0%	13		981	
Native American			1	0.0%	1	0.0%	2		794	
Pacific Islander	3	33.3%	5	0.0%	7	14.3%	15		534	
White	143	30.1%	154	22.7%	151	31.1%	448		31992	
Grade										
Grade 3	38	21.1%	37	43.2%	45	35.6%	120	33.3%	7036	28.7%
Grade 4	49	28.6%	46	15.2%	47	38.3%	142		6963	
Grade 5	49	26.5%	54	24.1%	49	28.6%	152		6314	
Grade 6	45	17.8%	55	18.2%	47	23.4%	147		5962	
Grade 7	42	23.8%	38	10.5%	32	15.6%	112	17.0%	5002	11.7%
Grade 8	15	13.3%	35	11.4%	20	5.0%	70	10.0%	4570	8.0%
Grade 9	7	57.1%	13	23.1%	32	3.1%	52	15.4%	3753	7.3%
Grade 10	2	0.0%	12	0.0%	11	18.2%	25	8.0%	3217	5.4%
Grade 11	2	50.0%	9	0.0%	9	11.1%	20	10.0%	1884	5.9%
Grade 12	1	100.0%	1	0.0%			2	50.0%	391	4.1%
Other										
Not English Learner			243	23.5%	217	27.6%	460	25.4%	39269	17.6%
English Learner			57	0.0%	57	3.5%	114		5200	
English Learner - Fluent					18	38.9%	18		584	
Not Low Income	142	32.4%	167	22.2%	156	29.5%	465		21585	
Low Income	108	13.9%	133	15.0%	136	16.9%	377	15.4%	23507	9.3%

#### **AMERICAN PREPARATORY ACADEMY**

Students w/Disabilities

SAGE Data

Language Arts What Percent of a Particular Group of	Spring	g <b>2014</b> %	Spring	g <b>201</b> 5 %	Spring	g <b>201</b> 6 %	All Years Sum of Students % proficient		Sprin	g 2016
Students Scored Proficient?	# students	-	# students	,-	# students	, -			# students	% proficient
Total										
Overall	269	16.7%	304	17.8%	321	26.2%	894	20.5%	47023	11.3%
Gender										
Female					126	23.0%	126	23.0%	17210	11.5%
Male					195	28.2%	195	28.2%	29813	11.3%
Ethnicity										
Asian	6	0.0%	10	20.0%	13	23.1%	29	17.2%	410	21.0%
Black	6	16.7%	7	14.3%	10	20.0%	23		923	
Hispanic	66	3.0%	77	3.9%	109	16.5%	252	9.1%	9932	3.7%
Multi-Racial	3	33.3%	5	0.0%	5	20.0%	13	15.4%	1017	12.9%
Native American			1	0.0%	1	0.0%	2	0.0%	844	2.0%
Pacific Islander	3	33.3%	5	0.0%	6	16.7%	14	14.3%	555	5.8%
White	152	21.7%	155	23.2%	177	33.3%	484	26.4%	33342	14.0%
Grade										
Grade 3	38	21.1%	37	37.8%	44	31.8%	119	30.3%	7019	21.5%
Grade 4	49	16.3%	46	17.4%	46	32.6%	141	22.0%	6966	15.8%
Grade 5	47	14.9%	54	13.0%	49	28.6%	150	18.7%	6332	14.8%
Grade 6	45	20.0%	55	18.2%	47	23.4%	147	20.4%	5990	11.0%
Grade 7	41	12.2%	38	15.8%	43	27.9%	122	18.9%	5080	7.0%
Grade 8	24	12.5%	35	14.3%	31	25.8%	90	17.8%	4638	5.5%
Grade 9	19	21.1%	18	11.1%	35	14.3%	72	15.3%	4255	4.4%
Grade 10	3	0.0%	12	8.3%	13	30.8%	28	17.9%	3534	5.6%
Grade 11	3	33.3%	9	11.1%	13	7.7%	25	12.0%	3200	3.8%
Grade 12	•								9	11.1%
Other										
Not English Learner			246	22.0%	245	31.8%	491	26.9%	40919	12.8%
English Learner			58	0.0%	58	3.4%	116	1.7%	5440	0.7%
English Learner - Fluent					18	22.2%	18	22.2%	626	9.3%
Not Low Income	148	27.0%	169	24.9%	179	34.1%	496	28.8%	22577	17.0%
Low Income	121	4.1%	135	8.9%	142	16.2%	398	10.1%	24446	6.1%

### Attachment 33

**Utah Academic Rankings** 

#### **NOTES:**

- 1. MGP is the Median Growth Percentile. It is the median of all the student growth percentiles (SGP) of the given group.
- 2. For more information on how SGPs are calculated, see the video 'Utah's Student Growth Percentiles (SGP)' under the Assessment and Accountability Section, subsection Accountability.
- 3. Student Growth Percentiles are a normed measurement that are normed at a state level. This means the state median for all subjects and tests is 50.
- 4. Aggregates for groups of less than 10 students are hidden and indicated by 'n<10'. Data is for the 2016-17 school year. Data was pulled by USBE/Data and Statistics on September 6, 2017.

2017	English Language Arts Ranking - 17 out of 149	
ranking	LEA (District or Charter)	MGP
1	VANGUARD ACADEMY	88
2	ACADEMY FOR MATH ENGINEERING & SCIENCE (AMES)	78
3	SOLDIER HOLLOW CHARTER SCHOOL	73
4	WALLACE STEGNER ACADEMY	72
5	UTAH COUNTY ACADEMY OF SCIENCE (UCAS)	70
	NORTH SUMMIT DISTRICT	68
7	EXCELSIOR ACADEMY	66
8	LINCOLN ACADEMY	66
9	GEORGE WASHINGTON ACADEMY	65
10	INTECH COLLEGIATE HIGH SCHOOL	64
11	NO UT ACAD FOR MATH ENGINEERING & SCIENCE (NUAMES)	64
12	NOAH WEBSTER ACADEMY	64
13	TINTIC DISTRICT	64
14	NAVIGATOR POINTE ACADEMY	63
15	RENAISSANCE ACADEMY	63
16	CITY ACADEMY	62
	AMERICAN PREPARATORY ACADEMY	61
	MILLARD DISTRICT	61
	ITINERIS EARLY COLLEGE HIGH	60
	JOHN HANCOCK CHARTER SCHOOL	60
	MARIA MONTESSORI ACADEMY	60
	SALT LAKE ARTS ACADEMY	60
	UTAH INTERNATIONAL CHARTER SCHOOL	58.5
	DAGGETT DISTRICT	58
	EDITH BOWEN LABORATORY SCHOOL	58
	VOYAGE ACADEMY	58
	BEAVER DISTRICT	57
	CARBON DISTRICT	57
	LEADERSHIP LEARNING ACADEMY	57
	ODYSSEY CHARTER SCHOOL	57
31	THOMAS EDISON	56
	EAST HOLLYWOOD HIGH	55.5
33	OPEN CLASSROOM	55.5
	DUAL IMMERSION ACADEMY	55
35	EARLY LIGHT ACADEMY AT DAYBREAK	55
36	PIONEER HIGH SCHOOL FOR THE PERFORMING ARTS	55
	ALPINE DISTRICT	54
	LOGAN CITY DISTRICT	54
	MANA ACADEMY CHARTER SCHOOL	54
	PIUTE DISTRICT	54
	UINTAH DISTRICT	54
	WALDEN SCHOOL OF LIBERAL ARTS	54
	WASATCH PEAK ACADEMY	54

2017	English Language Arts Ranking - 17 out of 149	
ranking	LEA (District or Charter)	MGP
44	DAVINCI ACADEMY	53
45	EMERY DISTRICT	53
46	OGDEN CITY DISTRICT	53
47	SOUTH SUMMIT DISTRICT	53
48	ESPERANZA SCHOOL	52.5
49	DAVIS DISTRICT	52
50	MURRAY DISTRICT	52
51	NORTH STAR ACADEMY	52
52	TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS	52
53	VISTA AT ENTRADA SCHOOL OF PERFORMING ARTS AND TECHNOLOGY	52
54	WASHINGTON DISTRICT	52
55	AMERICAN LEADERSHIP ACADEMY	51
56	VALLEY ACADEMY	51
57	ARISTOTLE ACADEMY	50
58	BEEHIVE SCIENCE & TECHNOLOGY ACADEMY (BSTA)	50
59	CANYONS DISTRICT	50
60	DUCHESNE DISTRICT	50
61	GRANITE DISTRICT	50
62	HAWTHORN ACADEMY	50
63	PINNACLE CANYON ACADEMY	50
64	PROVO DISTRICT	50
65	SALT LAKE DISTRICT	50
66	SEVIER DISTRICT	50
67	VENTURE ACADEMY	50
68	RICH DISTRICT	49.5
69	IRON DISTRICT	49
70	LEGACY PREPARATORY ACADEMY	49
71	SCHOLAR ACADEMY	49
72	QUEST ACADEMY	48.5
73	BOX ELDER DISTRICT	48
74	CACHE DISTRICT	48
75	CANYON GROVE ACADEMY	48
76	CS LEWIS ACADEMY	48
77	GRAND DISTRICT	48
78	JORDAN DISTRICT	48
79	RANCHES ACADEMY	48
80	WASATCH DISTRICT	48
81	WEBER DISTRICT	48
82	KANE DISTRICT	47.5
83	FAST FORWARD HIGH	47
84	MONTICELLO ACADEMY	47
85	NEBO DISTRICT	47
86	NORTH DAVIS PREPARATORY ACADEMY	47

2017	English Language Arts Ranking - 17 out of 149	
ranking	LEA (District or Charter)	MGP
87	REAGAN ACADEMY	47
88	SYRACUSE ARTS ACADEMY	47
89	UTAH MILITARY ACADEMY	47
90	KARL G MAESER PREPARATORY ACADEMY	46.5
91	ASCENT ACADEMIES OF UTAH	46
92	CANYON RIM ACADEMY	46
93	ENTHEOS ACADEMY	46
94	GARFIELD DISTRICT	46
95	MOUNTAIN HEIGHTS ACADEMY	46
96	SAN JUAN DISTRICT	46
97	TOOELE DISTRICT	46
98	GATEWAY PREPARATORY ACADEMY	45.5
99	CHANNING HALL	45
100	DIXIE MONTESSORI ACADEMY	45
101	HIGHMARK CHARTER SCHOOL	45
102	JUAB DISTRICT	45
103	NORTH SANPETE DISTRICT	45
104	OGDEN PREPARATORY ACADEMY	45
105	SOUTH SANPETE DISTRICT	45
106	SPECTRUM ACADEMY	45
107	PROMONTORY SCHOOL OF EXPEDITIONARY LEARNING	44
108	ENDEAVOR HALL	43
109	MORGAN DISTRICT	43
110	SUCCESS ACADEMY	43
111	ROCKWELL CHARTER HIGH SCHOOL	42
112	WAYNE DISTRICT	42
113	WINTER SPORTS SCHOOL	42
114	MOUNTAIN WEST MONTESSORI ACADEMY	41
115	SALT LAKE SCHOOL FOR THE PERFORMING ARTS	41
116	JEFFERSON ACADEMY	40.5
117	TERRA ACADEMY	40.5
118	SALT LAKE CENTER FOR SCIENCE EDUCATION	40
119	SUMMIT ACADEMY	40
120	UINTAH RIVER HIGH	40
121	UTAH CAREER PATH HIGH SCHOOL	40
122	FREEDOM PREPARATORY ACADEMY	39
123	WEILENMANN SCHOOL OF DISCOVERY	39
124	ATHLOS ACADEMY OF UTAH	38
125	MERIT COLLEGE PREPARATORY ACADEMY	37.5
126	GOOD FOUNDATIONS ACADEMY	37
	LAKEVIEW ACADEMY	37
	PARK CITY DISTRICT	37
	UTAH VIRTUAL ACADEMY	37

2017	English Language Arts Ranking - 17 out of 149	
ranking	LEA (District or Charter)	MGP
130	PROVIDENCE HALL	36
131	TIMPANOGOS ACADEMY	36
132	ATHENIAN eACADEMY	35.5
133	UTAH CONNECTIONS ACADEMY	35
134	PACIFIC HERITAGE ACADEMY	33.5
135	MOAB CHARTER SCHOOL	33
136	MOUNTAINVILLE ACADEMY	32.5
137	BEAR RIVER CHARTER SCHOOL	31
138	ROOTS CHARTER HIGH SCHOOL	28
139	SUMMIT ACADEMY HIGH SCHOOL	28
140	AMERICAN INTERNATIONAL SCHOOL OF UTAH	26
141	FRANKLIN DISCOVERY ACADEMY	26
142	GUADALUPE SCHOOL	26
143	WASATCH WALDORF CHARTER SCHOOL	26
144	PARADIGM HIGH SCHOOL	25
145	UTAH SCHOOLS FOR DEAF & BLIND	25
146	AMERICAN ACADEMY OF INNOVATION	24
147	GREENWOOD CHARTER SCHOOL	18.5
148	LUMEN SCHOLAR INSTITUTE	13.5

2017	Science Ranking - 44 out of 149	
ranking	LEA (District or Charter)	MGP
1	WINTER SPORTS SCHOOL	90
2	EXCELSIOR ACADEMY	83
3	EDITH BOWEN LABORATORY SCHOOL	79
4	NO UT ACAD FOR MATH ENGINEERING & SCIENCE (NUAMES)	79
5	VANGUARD ACADEMY	78
6	DAGGETT DISTRICT	69
7	CHANNING HALL	68
8	NORTH SUMMIT DISTRICT	68
9	SOLDIER HOLLOW CHARTER SCHOOL	67
10	UTAH COUNTY ACADEMY OF SCIENCE (UCAS)	67
11	ITINERIS EARLY COLLEGE HIGH	66
12	ACADEMY FOR MATH ENGINEERING & SCIENCE (AMES)	65
13	BEAR RIVER CHARTER SCHOOL	64
14	BEEHIVE SCIENCE & TECHNOLOGY ACADEMY (BSTA)	63
15	FAST FORWARD HIGH	62.5
16	HIGHMARK CHARTER SCHOOL	62
17	UINTAH DISTRICT	62
18	DAVINCI ACADEMY	61
19	ESPERANZA SCHOOL	61
20	CARBON DISTRICT	60
21	GEORGE WASHINGTON ACADEMY	59
22	LINCOLN ACADEMY	59
23	JOHN HANCOCK CHARTER SCHOOL	58.5
24	TINTIC DISTRICT	58
25	DUAL IMMERSION ACADEMY	57
26	LEADERSHIP LEARNING ACADEMY	56
27	NAVIGATOR POINTE ACADEMY	56
28	QUEST ACADEMY	56
29	RICH DISTRICT	56
30	SAN JUAN DISTRICT	56
31	DUCHESNE DISTRICT	55
32	MOUNTAIN HEIGHTS ACADEMY	55
33	PROMONTORY SCHOOL OF EXPEDITIONARY LEARNING	55
	VISTA AT ENTRADA SCHOOL OF PERFORMING ARTS AND	
34	TECHNOLOGY	55
35	AMERICAN LEADERSHIP ACADEMY	54
36	ASCENT ACADEMIES OF UTAH	54
37	CANYONS DISTRICT	54
38	LEGACY PREPARATORY ACADEMY	54
39	MILLARD DISTRICT	54
40	NOAH WEBSTER ACADEMY	54
41	SOUTH SUMMIT DISTRICT	54
42	SUCCESS ACADEMY	54

2017	Science Ranking - 44 out of 149	
ranking	LEA (District or Charter)	MGP
43	AMERICAN PREPARATORY ACADEMY	53
44	DAVIS DISTRICT	53
45	HAWTHORN ACADEMY	53
46	KARL G MAESER PREPARATORY ACADEMY	53
47	LOGAN CITY DISTRICT	53
48	LUMEN SCHOLAR INSTITUTE	53
49	MURRAY DISTRICT	53
50	WASATCH DISTRICT	53
51	WASHINGTON DISTRICT	53
52	ALPINE DISTRICT	52
53	CITY ACADEMY	52
54	RENAISSANCE ACADEMY	52
55	WASATCH PEAK ACADEMY	52
56	CANYON RIM ACADEMY	51.5
57	JUAB DISTRICT	51
58	LAKEVIEW ACADEMY	51
59	OGDEN CITY DISTRICT	51
60	SALT LAKE ARTS ACADEMY	51
61	JORDAN DISTRICT	50
62	PROVO DISTRICT	50
63	SEVIER DISTRICT	50
64	SOUTH SANPETE DISTRICT	50
65	BOX ELDER DISTRICT	49
66	CACHE DISTRICT	49
67	EARLY LIGHT ACADEMY AT DAYBREAK	49
68	ENDEAVOR HALL	49
69	GRAND DISTRICT	49
70	IRON DISTRICT	49
71	RANCHES ACADEMY	49
72	UTAH MILITARY ACADEMY	49
73	NORTH SANPETE DISTRICT	48.5
74	BEAVER DISTRICT	48
75	KANE DISTRICT	48
76	MORGAN DISTRICT	48
77	WALLACE STEGNER ACADEMY	48
78	GATEWAY PREPARATORY ACADEMY	47.5
79	GARFIELD DISTRICT	47
80	GRANITE DISTRICT	47
81	ODYSSEY CHARTER SCHOOL	47
82	OGDEN PREPARATORY ACADEMY	47
83	THOMAS EDISON	47
84	VOYAGE ACADEMY	47
85	WEBER DISTRICT	47

2017	Science Ranking - 44 out of 149	
ranking	LEA (District or Charter)	MGP
86	NORTH DAVIS PREPARATORY ACADEMY	46.5
87	SALT LAKE SCHOOL FOR THE PERFORMING ARTS	46.5
88	ROCKWELL CHARTER HIGH SCHOOL	46
89	SYRACUSE ARTS ACADEMY	46
90	MARIA MONTESSORI ACADEMY	45.5
91	EMERY DISTRICT	45
92	SPECTRUM ACADEMY	45
93	SUMMIT ACADEMY	45
94	TOOELE DISTRICT	45
95	VALLEY ACADEMY	45
96	ENTHEOS ACADEMY	44
97	MERIT COLLEGE PREPARATORY ACADEMY	44
98	NEBO DISTRICT	44
99	INTECH COLLEGIATE HIGH SCHOOL	43
100	NORTH STAR ACADEMY	43
101	REAGAN ACADEMY	43
102	SALT LAKE DISTRICT	43
103	SCHOLAR ACADEMY	43
104	PIUTE DISTRICT	42.5
105	CS LEWIS ACADEMY	42
106	PARK CITY DISTRICT	42
107	PROVIDENCE HALL	41.5
108	MONTICELLO ACADEMY	41
109	PACIFIC HERITAGE ACADEMY	41
110	UTAH CAREER PATH HIGH SCHOOL	41
111	WALDEN SCHOOL OF LIBERAL ARTS	41
112	MANA ACADEMY CHARTER SCHOOL	40
113	VENTURE ACADEMY	40
114	PINNACLE CANYON ACADEMY	39
115	WAYNE DISTRICT	39
116	CANYON GROVE ACADEMY	38.5
117	EAST HOLLYWOOD HIGH	37
118	JEFFERSON ACADEMY	37
119	MOUNTAIN WEST MONTESSORI ACADEMY	37
120	UTAH VIRTUAL ACADEMY	37
121	UTAH INTERNATIONAL CHARTER SCHOOL	36
122	DIXIE MONTESSORI ACADEMY	35
123	WEILENMANN SCHOOL OF DISCOVERY	35
124	UINTAH RIVER HIGH	34
125	MOAB CHARTER SCHOOL	33.5
126	OPEN CLASSROOM	33.5
127	GOOD FOUNDATIONS ACADEMY	33
128	MOUNTAINVILLE ACADEMY	33

2017	Science Ranking - 44 out of 149	
ranking	LEA (District or Charter)	MGP
129	TERRA ACADEMY	33
130	UTAH CONNECTIONS ACADEMY	33
131	TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS	31
132	ARISTOTLE ACADEMY	30.5
133	FREEDOM PREPARATORY ACADEMY	29
134	ATHENIAN eACADEMY	28.5
135	PIONEER HIGH SCHOOL FOR THE PERFORMING ARTS	27
136	SALT LAKE CENTER FOR SCIENCE EDUCATION	27
137	UTAH SCHOOLS FOR DEAF & BLIND	27
138	ATHLOS ACADEMY OF UTAH	26.5
139	SUMMIT ACADEMY HIGH SCHOOL	26
140	ROOTS CHARTER HIGH SCHOOL	24
141	TIMPANOGOS ACADEMY	21.5
142	AMERICAN INTERNATIONAL SCHOOL OF UTAH	20
143	PARADIGM HIGH SCHOOL	16.5
144	FRANKLIN DISCOVERY ACADEMY	16
145	GREENWOOD CHARTER SCHOOL	15
146	AMERICAN ACADEMY OF INNOVATION	14
147	WASATCH WALDORF CHARTER SCHOOL	12
148	GUADALUPE SCHOOL	11

2017	Math Ranking - 18 out of 149	
ranking	LEA (District or Charter)	MGP
1	VANGUARD ACADEMY	94
2	NO UT ACAD FOR MATH ENGINEERING & SCIENCE (NUAMES)	87
3	INTECH COLLEGIATE HIGH SCHOOL	81
4	WINTER SPORTS SCHOOL	81
5	SALT LAKE ARTS ACADEMY	79
6	BEEHIVE SCIENCE & TECHNOLOGY ACADEMY (BSTA)	76
7	SOLDIER HOLLOW CHARTER SCHOOL	73.5
8	NORTH SUMMIT DISTRICT	71
9	ACADEMY FOR MATH ENGINEERING & SCIENCE (AMES)	68
10	EXCELSIOR ACADEMY	67
11	BEAR RIVER CHARTER SCHOOL	65.5
12	WALDEN SCHOOL OF LIBERAL ARTS	65
13	HIGHMARK CHARTER SCHOOL	64
14	JOHN HANCOCK CHARTER SCHOOL	62
15	CITY ACADEMY	60
16	DAGGETT DISTRICT	60
17	TINTIC DISTRICT	59.5
18	AMERICAN PREPARATORY ACADEMY	59
19	DUCHESNE DISTRICT	59
20	EARLY LIGHT ACADEMY AT DAYBREAK	59
21	JUAB DISTRICT	59
22	CANYON GROVE ACADEMY	58
23	CARBON DISTRICT	58
24	ITINERIS EARLY COLLEGE HIGH	58
25	LEGACY PREPARATORY ACADEMY	58
26	PROMONTORY SCHOOL OF EXPEDITIONARY LEARNING	58
27	LINCOLN ACADEMY	57.5
28	ODYSSEY CHARTER SCHOOL	57
29	DUAL IMMERSION ACADEMY	56
30	KANE DISTRICT	56
31	MILLARD DISTRICT	56
32	SYRACUSE ARTS ACADEMY	56
33	DAVIS DISTRICT	55
34	MURRAY DISTRICT	55
35	NORTH STAR ACADEMY	55
36	PIUTE DISTRICT	55
37	SUCCESS ACADEMY	55
	UTAH COUNTY ACADEMY OF SCIENCE (UCAS)	55
	EDITH BOWEN LABORATORY SCHOOL	54
	GEORGE WASHINGTON ACADEMY	54
	SOUTH SUMMIT DISTRICT	54
	WEILENMANN SCHOOL OF DISCOVERY	54
	CANYON RIM ACADEMY	53

2017	Math Ranking - 18 out of 149	
ranking	LEA (District or Charter)	MGP
44	NORTH SANPETE DISTRICT	53
45	RENAISSANCE ACADEMY	53
46	SAN JUAN DISTRICT	53
47	UINTAH DISTRICT	53
48	ALPINE DISTRICT	52
49	CANYONS DISTRICT	52
50	LAKEVIEW ACADEMY	52
51	VALLEY ACADEMY	52
52	WASHINGTON DISTRICT	52
53	VOYAGE ACADEMY	51.5
54	CACHE DISTRICT	51
55	LOGAN CITY DISTRICT	51
56	THOMAS EDISON	51
	VISTA AT ENTRADA SCHOOL OF PERFORMING ARTS AND	
57	TECHNOLOGY	51
58	BEAVER DISTRICT	50
59	GARFIELD DISTRICT	50
60	GATEWAY PREPARATORY ACADEMY	50
61	HAWTHORN ACADEMY	50
62	IRON DISTRICT	50
63	NEBO DISTRICT	50
64	SALT LAKE SCHOOL FOR THE PERFORMING ARTS	50
65	SEVIER DISTRICT	50
66	TOOELE DISTRICT	50
67	AMERICAN LEADERSHIP ACADEMY	49
68	EMERY DISTRICT	49
69	MERIT COLLEGE PREPARATORY ACADEMY	49
70	MORGAN DISTRICT	49
71	MOUNTAIN WEST MONTESSORI ACADEMY	49
72	NAVIGATOR POINTE ACADEMY	49
73	VENTURE ACADEMY	49
74	WEBER DISTRICT	49
75	BOX ELDER DISTRICT	48.5
76	CHANNING HALL	48.5
77	DAVINCI ACADEMY	48
78	MARIA MONTESSORI ACADEMY	48
79	PINNACLE CANYON ACADEMY	48
80	PROVO DISTRICT	48
81	SALT LAKE DISTRICT	48
82	GOOD FOUNDATIONS ACADEMY	47.5
83	RICH DISTRICT	47.5
84	GRANITE DISTRICT	47
85	JORDAN DISTRICT	47

2017	Math Ranking - 18 out of 149	
ranking	LEA (District or Charter)	MGP
86	QUEST ACADEMY	47
87	WASATCH PEAK ACADEMY	47
88	RANCHES ACADEMY	46.5
89	MOUNTAIN HEIGHTS ACADEMY	46
90	SOUTH SANPETE DISTRICT	46
91	MANA ACADEMY CHARTER SCHOOL	45
92	MONTICELLO ACADEMY	45
93	NOAH WEBSTER ACADEMY	45
94	WASATCH DISTRICT	45
95	REAGAN ACADEMY	44.5
96	FREEDOM PREPARATORY ACADEMY	44
97	GRAND DISTRICT	44
98	KARL G MAESER PREPARATORY ACADEMY	44
99	MOAB CHARTER SCHOOL	44
100	ENDEAVOR HALL	43.5
101	OPEN CLASSROOM	43.5
102	PACIFIC HERITAGE ACADEMY	43.5
103	OGDEN CITY DISTRICT	43
104	TIMPANOGOS ACADEMY	43
105	WAYNE DISTRICT	43
106	ROCKWELL CHARTER HIGH SCHOOL	42.5
107	ASCENT ACADEMIES OF UTAH	42
108	SUMMIT ACADEMY	42
109	EAST HOLLYWOOD HIGH	41
110	ESPERANZA SCHOOL	40
111	PARK CITY DISTRICT	40
112	SPECTRUM ACADEMY	40
113	WALLACE STEGNER ACADEMY	40
114	PIONEER HIGH SCHOOL FOR THE PERFORMING ARTS	39
115	UTAH INTERNATIONAL CHARTER SCHOOL	38.5
116	ATHLOS ACADEMY OF UTAH	38
117	PROVIDENCE HALL	38
118	SCHOLAR ACADEMY	38
119	UTAH VIRTUAL ACADEMY	37.5
120	JEFFERSON ACADEMY	37
121	NORTH DAVIS PREPARATORY ACADEMY	37
122	TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS	37
123	OGDEN PREPARATORY ACADEMY	36
124	UTAH MILITARY ACADEMY	36
125	LEADERSHIP LEARNING ACADEMY	35.5
126	ENTHEOS ACADEMY	34
127	ROOTS CHARTER HIGH SCHOOL	34
128	SALT LAKE CENTER FOR SCIENCE EDUCATION	34

2017	Math Ranking - 18 out of 149	
ranking	LEA (District or Charter)	MGP
129	SUMMIT ACADEMY HIGH SCHOOL	34
130	UINTAH RIVER HIGH	34
131	ARISTOTLE ACADEMY	33
132	MOUNTAINVILLE ACADEMY	33
133	UTAH CONNECTIONS ACADEMY	32
134	DIXIE MONTESSORI ACADEMY	31
135	TERRA ACADEMY	30
136	UTAH CAREER PATH HIGH SCHOOL	29.5
137	GUADALUPE SCHOOL	29
138	LUMEN SCHOLAR INSTITUTE	27
139	FAST FORWARD HIGH	26
140	CS LEWIS ACADEMY	25
141	GREENWOOD CHARTER SCHOOL	24.5
142	AMERICAN INTERNATIONAL SCHOOL OF UTAH	24
143	ATHENIAN eACADEMY	22.5
144	UTAH SCHOOLS FOR DEAF & BLIND	22
145	PARADIGM HIGH SCHOOL	21
146	FRANKLIN DISCOVERY ACADEMY	16
147	AMERICAN ACADEMY OF INNOVATION	13.5
148	WASATCH WALDORF CHARTER SCHOOL	6

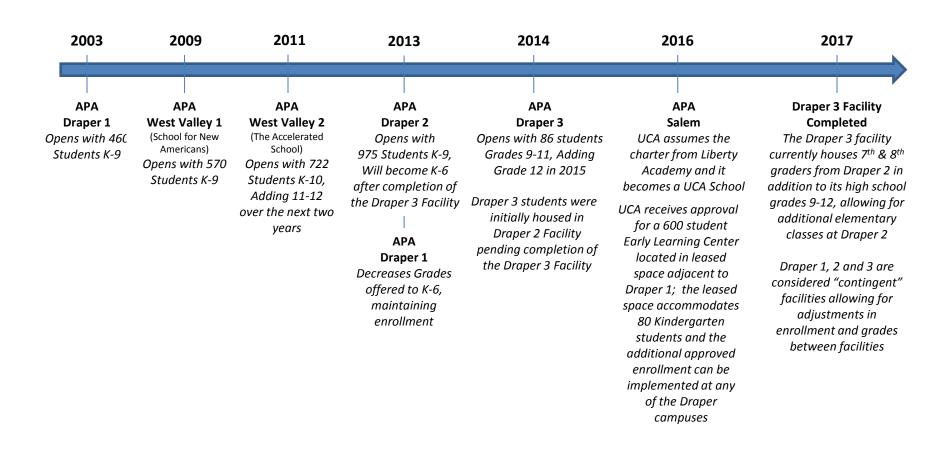
# Attachment 34

**Utah Growth and Waiting Lists** 

# **Overview** – UCA Historical Timeline



# TIMELINE & GROWTH – American Preparatory Academy (APA) Schools



Attachment 34 - Utah Growth and Waiting Lists

# **Overview** – *UCA Network*



#### **OVERVIEW – UCA Network-APA Schools**

Charter School	Year Opened	Present Address	Serving Grades	Enrollment as of 1-31-2018	Wait List as of 2-15-2018	Charter Approved Enrollment	Free & Reduced Lunch %
PLEDGED SCHOOLS							
APA Draper 1 & Early Learning Ctr	2003	12892 S. Pony Express Rd, Draper UT 84020	K-6	625	322	1,170	17%
APA Draper 2	2013	11938 S. Lone Peak Pkwy, Draper UT 84020	K-6	1,020	578	975	17%
APA Draper 3	2014	431 West 11915 S, Draper UT 84020	7-12	563	82	545	19%
APA West Valley 1 (SNA)	2009	1255 W. Crystal Ave, West Valley, UT 84119	K-9	600	277	570	72%
APA West Valley 2 (TAS)	2011	3636 W. 3100 S., West Valley, UT 84120	K-12	1,443	723	1,320	60%
		Total		4,251	1,982	4,580	
NON-PLEDGED SCHOOL							
APA Salem	2016	1195 Elk Ridge Dr, Salem, UT 84653	K-9	489	87	555	37%
		Total		489	87	555	
		Enterprise Total		4,740	2,069	5,135	

Approximately 9% of total UCA students are enrolled in the Special Education Program.





# HISTORICAL AND PROJECTED ENROLLMENT

UCA is nearing full capacity, with enrollment growth primarily at Draper 3:

		Histori	cal		CURRENT			Projected		
Pledged Schools	2013-14	2014-15	2015-16	2016-17	2017-18 <sup>1</sup>	2018-19	2019-20	2020-21	2021-22	2022-23
APA Draper 1 & ELC	574	575	590	731	625	680	648	612	612	612
APA Draper 2	964	1,030	1,120	1,023	1,020	1,045	975	975	975	975
APA Draper 3	-	-	-		563	737	855	900	900	900
APA West Valley 1 (SNA)	572	572	576	607	600	607	607	607	607	607
APA West Valley 2 (TAS)	1,320	1,322	1,332	1,432	1,443	1,454	1,454	1,454	1,454	1,454
Total Pledged Schools:	3,430	3,499	3,618	3,793	4,251	4,523	4,539	4,548	4,548	4,548
Non-Pledged School										
APA Salem	-	-	-	489	489	525	509	502	502	502
Total Enterprise	3,430	3,499	3,618	4,282	4,740	5,048	5,048	5,050	5,050	5,050

<sup>&</sup>lt;sup>1</sup> Actual enrollment as of January 31, 2018

# **Market Position** – *Demand & Competition*



# **APPLICATIONS RECEIVED & WAITLIST – Pledged Schools**

Total:

UCA experiences strong demand for its educational program, demonstrated by waitlists consistently 80-90% of student enrollment. Applications are accepted year round, but the waitlist is purged January 1 of each year.

	APPLICA	TIONS	RECEIVE	D & W/	AITLIST F	OR 201	.7-18 (a	s of Ma	y 1, 201	.7)				
Campus	К	1	2	3	4	5	6	7	8	9	10	11	12	Total
APA Draper 1 Waitlist	293	125	147	86	82	43	40							816
Applications Received	322	145	159	103	95	56	52							932
APA Draper 2 Waitlist	324	191	171	121	129	82	69							1,087
Applications Received	376	179	186	138	145	100	78							1,202
APA Draper 3 Waitlist								58	42	52	18	12	9	191
Applications Received								71	52	58	24	11	8	224
APA West Valley 1 (SNA) Waitlist	153	81	78	55	52	40	28	40	21	23				571
Applications Received	176	102	98	94	77	81	41	62	37	41				809
APA West Valley 2 (TAS) Waitlist	273	138	135	112	109	85	86	92	65	66	35	15	12	1,223
Applications Received	201	214	195	176	155	128	133	168	110	53	29	22	21	1,605

Total: 3,697

API	PLICATIO	NS REC	EIVED 8	k WAITL	IST FOR	2018-1	L9 (as of	f Februa	ary 15, 2	2018)				
Campus	К	1	2	3	4	5	6	7	8	9	10	11	12	Total
APA Draper 1 Waitlist	140	55	30	39	29	14	15							322
Applications Received	140	55	30	39	29	14	15							322
APA Draper 2 Waitlist	244	79	57	66	52	41	39							578
Applications Received	244	79	57	66	52	41	39							578
APA Draper 3 Waitlist								38	14	16	8	5	1	82
Applications Received								38	14	16	8	5	1	82
APA West Valley 1 (SNA) Waitlist	86	31	30	26	30	17	21	17	8	11				277
Applications Received	86	31	30	26	30	17	21	17	8	11				277
APA West Valley 2 (TAS) Waitlist	178	63	50	70	63	47	58	65	38	59	17	10	5	723
Applications Received	178	63	50	70	63	47	58	65	38	59	17	10	5	723

1,982





# STUDENT RETENTION by GRADE – *Pledged Schools*

	FY2015-16 to FY2016-17												
Campus	K	1	2	3	4	5	6	7	8	9	10	11	Total
APA Draper 1	86%	82%	74%	79%	77%	73%	78%						78%
APA Draper 2	85%	84%	88%	91%	85%	79%	69%	75%	47%				76%
APA Draper 3										26%	58%	63%	37%
APA West Valley 1 (SNA)	91%	90%	91%	93%	87%	89%	92%	91%	75%	63%			87%
APA West Valley 2 (TAS)	91%	92%	89%	84%	83%	88%	83%	81%	72%	64%	63%	74%	79%

Total - All Pledged Schools Combined 78%

	FY2016-17 to FY2017-18												
Campus	К	1	2	3	4	5	6	7	8	9	10	11	Total
APA Draper 1	69%	89%	76%	83%	77%	76%	76%						77%
APA Draper 2	n/a	91%	84%	87%	89%	75%	83%	77%	64%				80%
APA Draper 3										58%	77%	76%	66%
APA West Valley 1 (SNA)	87%	95%	95%	95%	89%	94%	95%	97%	78%	61%			89%
APA West Valley 2 (TAS)	87%	90%	89%	90%	89%	89%	88%	88%	77%	76%	78%	77%	85%

Total - All Pledged Schools Combined 82%

# **GRADUATION RATES – West Valley 2**

2013-14	2014-15	2015-16	2016-17
92%	71%	78%	90%

#### **AVERAGE ACT SCORES**

	2015-16	2016-17
Draper 3	23.3	23.3
West Valley 2	18.2	

# Attachment 35

**Financial Processes** 

#### APA-LV FINANCIAL PROCEDURES

#### 1100 GENERAL ACCOUNTING PROCEDURES

#### General Ledger Activity

#### Control Objective

To ensure that all General Ledger entries are current, accurate, and complete.

#### Major Controls

#### A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

#### B. Support Documentation

All entries are supported by adequate documentation that clearly indicates the justification and authorization for the transaction.

#### C. Audit Trail

A complete audit trail is maintained by the use of reference codes, from source documentation through the books of original entry and general ledger, to periodic reporting statements.

- 1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Business Manager before entering into the accounting system.
- 2. Non-recurring entries, such as for correcting entries, recording accruals, and recording non-cash transactions, are prepared as circumstances warrant and on an as needed basis.
- 3. All entries in the books of original entry (e.g., cash receipts journal and disbursements) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.
- 4. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached, and are approved by the Business Manager.

#### General Ledger Close-Out

### Control Objective

To ensure the accuracy of financial records and reports.

#### Major Controls

#### A Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the general ledger account balances.

# B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers Reconciliations are prepared on a monthly basis.

- 1. At the end of each month, a trial balance of all cash accounts is prepared and reviewed by the Business Manager.
- 2. Reconciliation between the general ledger control accounts and the subsidiary ledgers are completed by the Finance Clerk.
- 3. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

#### CASH MANAGEMENT PROCEDURES

#### Cash Receipts

#### Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

#### Major Controls

#### A. Cash Receipts Policies

APA-LV has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The school also uses electronic fund transfers to accelerate deposits.

#### **B.** Internal Accounting Controls

- (i) Opening of mail is assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
- (ii) Listed receipts and credits are compared to accounts receivable and bank deposits.

#### Procedures

- 1. Mail is opened by the Receptionist who sorts any funds received.
- 2. All cash over \$5 per transaction given to the school for any reason will be recorded on numbered, duplicate receipts
- 3. All cash is securely stored and entered, on a transactional basis with receipt numbers as applicable, into a Deposit Register
- 4. All checks are restrictively endorsed immediately by the Receptionist and entered into a Deposit Register.
- 5. Checks and the Deposit Register are forwarded to the Finance Clerk.
- 6. The Finance Clerk prepares journal entries and deposit slips. Receptionist and Finance Clerk both review Deposit Register and Deposit Slips for accuracy and sign Register.
- 7. The Finance Clerk makes deposits every 72 hours or when funds to be deposited exceed \$1000. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.
- 8. Reconciliation of cash receipts to deposit slips and bank statements are reviewed by the Business Manager on a monthly basis.

#### Cash Disbursements

#### Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

#### Major Controls

#### A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with discounts, if available.

#### **B.** Internal Accounting Controls

- (i) Pre-numbered checks and special check protective paper.
- (ii) Match disbursement records against accounts payable/open invoice files.
- (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by the Business Manager.
- (iv) Supporting documentation canceled to prevent resubmission for payment.
- (v) Detailed comparison of actual vs. budget disbursements on a periodic basis.
- (vi) Separation of duties to the extent possible for an organization the size of the school.

#### **Procedures**

- 1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the Finance Clerk who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Business Manager for approval.
- 2. All invoices submitted for signature will include approvals for payment, expense account(s) charged, check number and date of payment.
- 3. The Business Manager signs checks, after examining and verifying the supporting documentation.
- 4. After having been signed, the checks are mailed directly to the payee by receptionist.
- 5. All supporting documents are canceled (i.e. stamped *PAID*) by the signatory and filed by Finance Clerk or assistant.
- 6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
- 7. Bank statements are reconciled soon after receipt by either the Business Manager and reviewed by the Treasurer.

#### Petty Cash Funds

#### Control Objective

To control the use of petty cash funds for valid transactions.

#### Major Controls

#### **Internal Accounting Controls**

Reconciliation of petty cash funds by employees with responsibilities independent of cash receipts, disbursements, or custody.

- 1. APA-LV will maintain a petty cash fund with a balance of approximately \$200, which will be maintained and secured by the Finance Clerk.
- 2. The Finance Clerk maintains a log of all disbursements made from the petty cash fund. No disbursements will be greater than \$100.

- 3. When the fund needs to be replenished, a check request is prepared by the Finance Clerk, attaching the log of disbursements and the supporting vouchers. See cash disbursement procedure above for payment.
- 4. Any differences between the check request to bring the fund up to the petty cash amount and total disbursements made are reviewed and a justification is prepared.
- 5. Fund disbursements are entered into the general ledger by expense category when the fund is replenished.

#### **Prepaid Items**

#### Control Objective

To ensure proper accounting for prepaid expenses.

#### Major Controls

#### **Internal Accounting Controls**

- (i) Preparation and updating of an amortization schedule to reflect the incurring of expenses for prepaid items (e.g., prepaid insurance).
- (ii) Detailed prepaid expenses reconciled with the general ledger control account.

- 1. Vendor invoices are reviewed by the Finance Clerk to identify all required prepayments.
- 2. For payment of prepaid items, the transaction is coded to reflect the appropriate portion of the payment representing the prepaid portion.
- 3. An amortization schedule is prepared to reflect the incurring of an expense for prepaid items.
- 4. A standard journal entry is prepared by the Finance Clerk, if applicable to record the monthly expense.
- 5. A reconciliation is performed on a monthly basis between the subsidiary ledger and the prepaid expense General Ledger control account.

#### 1300 PAYROLL PROCEDURES

#### Personnel Requirements

#### Control Objective

To ensure that the School hires only those employees—full or part-time—that it absolutely needs and exerts tight control over hiring new employees.

#### Major Controls

#### **Payroll Policies**

The School has adopted payroll policies for installing new employees on the payroll system and removing terminated employees from the system, as well as monitoring vacation and sick pay.

#### Procedures

#### **New Employees**

- 1. Requests for new employees are initiated by the School Director and compared with the approved annual personnel budget.
- 2. A *New Hire Form* is initiated when hiring a new employee. Included on this form are the job description, approved pay rate, and grant funding, if any. Information on this form is reviewed by the Business Manager and communicated to the outside payroll service provider, if applicable, or entered into in-house payroll software.
- 3. New employees complete an *Application for Employment*.
- 4. New employees complete an *IRS W-4 Form* and *I-9*.
- 5. A criminal background check is conducted on new employees and reports are placed in their employment files.
- 6. New employees are provided with information and enrollment forms for benefit programs, if eligible. Returned forms are forwarded to benefit providers and appropriate entries made into payroll software.

#### **Vacation and Sick Pay**

- 1. Employees accrue personal leave based on policy of APA-LV.
- 2. Employees' earned personal leave balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the School Director.
- 3. Personal leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the School Director.
- 4. Before personal leave is paid, an *Absence Request* is to be prepared by the employee, which is reviewed and approved by the School Director.
- 5. The Business Manager monitors personal leave by maintaining a log for each individual.
- 6. Unused personal leave is paid out to teachers at the end of the school year as established in policy.

#### **Terminations**

- 1. For each terminated employee, a *Termination Form* documenting the reasons for termination is completed and routed to the Business Manager for approval.
- 2. The approved *Termination Form* is communicated to the payroll service provider, and any benefits providers. If applicable, COBRA procedures are followed.
- 3. The approved *Termination Form* is maintained in the terminated employee's personnel file.

#### Personnel Data

#### Control Objective

To calculate and record payroll data accurately and completely for all employees.

#### Major Controls

#### **Internal Accounting Controls**

- (i) A precise paper trail covering all transactions.
- (ii) Changes in personnel data approved by responsible officials.
- (iii) Separate payroll and personnel files periodically reviewed and reconciled.

- 1. Changes to personnel data are initiated with an *Employee Status Change Form* when making changes in new hires, terminations, pay rate changes, or payroll deductions.
- 2. The School Director authorizes any change to payroll data.
- 3. Authorized changes are communicated to the payroll service provider or entered into inhouse payroll software.
- 4. A copy of the *Employee Status Change Form* is retained in the employee's personnel file.

#### **Timekeeping**

# Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

# Major Controls

#### A. Timekeeping Policies

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

#### B. Time Sheet

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

#### C. Internal Reviews

The School personnel monitor the overall integrity of timekeeping. Prior to processing for payroll, on-site supervisory review and approval is sent to the Payroll Clerk.

#### D. Internal Accounting Controls

Reconciliation of hours charged on time sheets to attendance records.

#### **Procedures**

#### **Time Sheet Preparation**

- 1. Hourly employees prepare time sheets on a semi-monthly basis.
- 2. In preparing time sheets, employees:
  - (i) Enter hours in ink and sign the completed timekeeping record review actual procedure or on an electronic time clock.
  - (iii) Submit the completed time sheet to the direct supervisor.

#### **Approval and Collection of Time Sheets**

- 1. Each employee's time sheet is collected by the direct supervisor on a per-pay period basis, who ensures all the timesheets are submitted in a timely manner.
- 2. The direct supervisor forwards the timesheets to the payroll processor for processing.

#### **Reconciliation of Payroll to Time Sheets**

1. Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Payroll Clerk and reviewed by the Business Manager for each time sheet period.

#### Preparation of Payroll

#### Control Objective

To ensure that payment of salaries and wages is accurately calculated.

#### Major Controls

### **Internal Accounting Controls**

- (i) Time records or contracts are periodically reconciled with payroll records.
- (ii) The responsibility for checking the accuracy of payroll calculations is separated from the responsibility for payroll preparation to the extent possible for the size of APA-LV.

- 1. The Administrative Assistant or Receptionist forwards approved time sheets to the Business Office.
- 2. The total time recorded on time sheets and the number of employees is calculated by the Finance Clerk.
- 3. Recorded hours from the time sheets are accumulated by the Finance Clerk and communicated to the payroll service provider or entered into in-house payroll software.
- 4. The payroll reports received from the payroll service provider are compared with time sheets, pay rates, payroll deductions, compensated absences etc., by the Finance Clerk.
- 5. The Finance Clerk verifies gross pay and payroll deductions.
- 6. The total hours and number of employees are compared with the totals in the Payroll Register by the Finance Clerk.
- 7. The Payroll Register is reviewed and approved by the Finance Clerk prior to forwarding of the payroll checks for signature to the School Director or Treasurer or submission to the outside payroll service.
- 8. The Business Manager reviews payroll reports and samples timesheets for accuracy.

#### Payroll Payment

# Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

# Major Controls

#### **Internal Accounting Controls**

A complete audit trail on all payroll checks and direct deposit with authorizing signatures at each juncture is maintained.

- 1. Checks and payroll register are forwarded to Business Manager for signature or submitted to the outside payroll service.
- 2. Payroll payments by check, direct deposit or cash are distributed by the School for forwarding to employees and payroll register is entered as an expense and filed.
- 3. The Director controls and monitors all undelivered and uncashed payroll checks, respectively.
- 4. The payroll bank account is reconciled monthly by the Finance Clerk and reviewed by the Business Manager.

#### Payroll Withholdings

#### Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

# Major Controls

#### A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

#### **B.** Internal Accounting Controls

The payroll service provider or in-house payroll software calculates payroll withholdings, which are reviewed and verified by the Business Manager.

- 1. The payroll service provider calculates payroll withholdings for each employee.
- 2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the Finance Clerk.
- 3. The Finance Clerk reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
- 4. Original withholding and benefit election forms, maintained in the employee file, are prepared by the Finance Clerk and reviewed and approved on a periodic basis by the Business Manager.

#### 1400 PROPERTY AND EQUIPMENT (P&E) PROCEDURES

This section is organized into six parts: P&E acquisitions, record keeping over P&E, depreciation of P&E, inventory of P&E, disposal of P&E, and Government-furnished and School-acquired property and equipment.

#### Property & Equipment Acquisitions

# Control Objective

To control the acquisition of P&E and completely and accurately record fixed asset acquisitions in order to safeguard fixed assets from loss.

#### Major Controls

#### A. P&E Acquisitions Tied to Budget

All acquisitions of property and capital equipment are either designated in the approved budget, or subsequently approved by the Board of Trustees.

#### B. P&E Acquisitions Based on Approved Requests

Official approval is obtained before a P & E purchase is made. This is performed by reviewing the *Purchase Requisition Form* prepared for the item.

#### C. Internal Accounting Controls

Fixed asset acquisitions are reconciled with capital expenditure authorizations.

- 1. Capital budget requests are submitted annually for review and approval by the Board of Trustees.
- 2. Authorization requests for the acquisition of fixed assets are reviewed against the capital budget and approved by the Business Manager.
- 3. Each item of property and equipment received is identified and tagged in a visible area on the asset.
- 4. Information on each tagged asset is entered in the fixed assets subsidiary or comparable worksheet.

## Recordkeeping Over Property & Equipment

#### Control Objective

To completely and accurately record fixed asset acquisitions, transfers, and dispositions on a current basis.

#### Major Controls

#### A. Capitalization Policies

The School follows generally accepted accounting principles as applicable to special purpose business-type activity government entities. All fixed assets purchased are capitalized in the year of purchase, and recorded in the general ledger. The School follows the policy of capitalizing all fixed assets purchased greater than \$5,000 per unit.

#### B. Fixed Asset Classification

Fixed assets are accounted for by the following classifications: land, building, equipment, betterment, leasehold improvements, equipment, furniture, and computer hardware and software.

#### C. Complete Record of P&E Acquisition Costs

The fixed assets subsidiary ledger contains the full history of each capital asset acquired: original acquisition cost, and any costs incurred to prepare the asset for use.

- 1. Asset acquisitions, transfers, and dispositions are entered in the fixed assets subsidiary ledger on a periodic basis.
- 2. The fixed assets subsidiary ledger is reconciled with the control account in the general ledger on a monthly basis. Any differences are analyzed and resolved by the Business Manager.

#### **Depreciation**

#### **Procedures**

The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the general ledger. In accordance with generally accepted accounting principles as they relate to special purpose business-type activity, government entities, under GASB 34, depreciation expense must be recorded in the general ledger. APA-LV will use the straight-line method of depreciation over the assets useful life as determined as follow:

Computers5 yearsOffice Equipment5 yearsOffice Furniture7 years

Leasehold Improvements Useful life or life of lease, whichever is less

Building Improvements 20 years Building 40 years

#### Inventory of Property & Equipment

#### Control Objective

To ensure that all recorded assets exist and are in use.

#### Major Controls

#### **Internal Accounting Controls**

- (i) All property and equipment is tagged when received in accordance with policy.
- (ii) Physical inventories are performed annually.
- (iii) Differences between physical inventories and amounts recorded in the control account are analyzed and reconciled monthly.

- 1. The Finance Clerk prepares a printout of recorded fixed assets by asset classification.
- 2. An inventory of fixed assets is taken annually.
- 3. The inventory of fixed assets is compared to the amounts recorded in the general ledger control account. Differences are investigated and resolved by the Business Manager.

#### Disposal of Property & Equipment

# Control Objective

To ensure that assets no longer in use are disposed of in accordance with existing policies.

#### Major Controls

#### A. Disposal Policies

The School has adopted policies on the disposition of property and equipment.

#### **B.** Internal Accounting Controls

- (i) Use of fixed asset disposal authorization forms.
- (ii) Disposal or transfer of fixed assets only with proper authorization.
- (iv) Periodic count of fixed assets that is reconciled with fixed assets recorded in the control account in the general ledger.

- 1. A determination is made by the school personnel as to the usefulness of a fixed asset.
- 2. An *Asset Disposal Form*, including a description of the asset, purpose for disposal and methodology of disposal is prepared with proper written authorization from the Business Manager.
- 3. The Asset Disposal Form is reviewed and signed by the School Director.
- 4. A copy of the *Asset Disposal Form* is routed to the Business Manager, who enters the dollar amount of the disposed fixed asset as a reduction in the fixed asset subsidiary ledger, and adjusts the control account in the general ledger. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is recorded in the general ledger.

#### Property & Equipment Acquired Through Government Grants/Contracts

# Control Objective

To assure that property and equipment are properly obtained, used, and managed during the performance of government grants or contracts.

# Major Controls

#### A. Record keeping

The School maintains detailed records on all property and equipment.

#### B. Custody

All property and equipment, when not in use, is stored in a secure area.

#### C. Inventory

All property and equipment is inventoried.

- 1. All property and equipment acquired through government grants or contracts are assigned tag numbers and properly identified with this number in the fixed asset subsidiary ledger.
- 2. On an annual basis, the school inventories all property and equipment and ensures that fixed assets are being used for the purpose intended.
- 3. If necessary, the School obtains approval from the appropriate government agency for the disposition property and equipment acquired through a government grant or contract, and the Business Manager or School Director authorizes the disposition as described in the previous section.

#### 1500 ACCOUNTS PAYABLE PROCEDURES

This section is organized into three major parts: accounts payable, purchasing, and expense reimbursement.

#### Accounts Payable

#### Control Objective

To ensure that invoices are accurately recorded on a timely basis for authorized purchases.

#### Major Control

#### A. Reconciliation of Accounts Payable Records

Reconciliation of source data, subsidiary ledger totals, and general ledger control accounts is performed periodically to ascertain the accuracy of accounts payable entries.

#### B. Internal Reviews

Internal reviews are conducted to determine if duplicate payments or overpayments exist.

#### **Procedures**

#### **Voucher Preparation and Review of Voucher**

- 1. Invoices are received by the Receptionist, who forwards them to the School Administrator (Christie O.) or designated personnel for approval.
- 2. Invoices are compared to the *Purchase Order* (by Christie O.) and the packing list.
- 3. The invoice is reviewed for:
  - (i) The nature, quality, and quantity of goods ordered and the related price
  - (ii) Accuracy of all arithmetic calculations and extensions
  - (iii) Allow ability of expenditure
  - (iv) Proper general ledger account and department coding
- 4. Approved invoices are noted with signature and forwarded to the Finance Clerk.
- 5. The invoice is input into the general ledger through the accounts payable subsidiary ledger after it is reviewed by the Finance Clerk.
- 6. Checks are run on a weekly basis, and vendors are paid based on terms of the invoices, as recorded within the system. See Cash Disbursement section for issuing of checks.

#### Purchase Discounts

- 1. The Finance Clerk establishes all vendors within the accounting system upon initial use of the vendor.
- 2. The Finance Clerk reviews the invoice for any purchase discount date and ensures that the vendor file is established and properly capturing any discount allowed.

#### Reconciliation of Accounts Payable Records

- 1. The total balance in the accounts payable subsidiary ledger is reconciled with the general ledger control account monthly.
- 2. Debit balances in the accounts payable subsidiary ledger are resolved appropriately (e.g., an offset against other amounts due the vendor, requesting payment from the vendor, etc.)

#### **Purchasing**

#### Control Objective

To ensure that goods and services are acquired at fair and reasonable prices and the highest personal standards of conduct are maintained in all relationships with vendors, suppliers, and subcontractors.

#### Major Controls

#### A. Purchase Requirements

The School has developed cost-effective and efficient purchase requirements in order to achieve full and open competition, meet delivery schedules, control inventory and material, and expedite purchases.

#### **B.** Required Competition

The School utilizes the following procurement guidelines:

Contracts under \$5,000 - The school uses sound business practices when procuring goods and services for amounts less than \$5,000.

Contracts from \$5,000 To \$50,000 - The school seeks price quotes from at least three vendors and awards the contract to the responsible vendor offering the supply or service needed for the lowest price with appropriate quality and in necessary timeframe.

Contracts greater than \$50,000 - The school conducts a formal advertised competition using sealed bids or proposals. An award is offered to the qualified bidder who meets the School's specifications and offers the lowest price.

*Construction contracts* – The school follows all state and federal guidelines inclusive of state public bidding laws.

#### C. Selecting the Vendor

The school selects the most responsive and responsible vendor to provide required materials and services, and promotes competition in order to obtain fair and reasonable prices.

#### D. Internal Accounting Controls

(i) Approval by the Board of Trustees of purchases equal to or exceeding \$5,000 prior to contract/purchase order finalization.

(ii) Adoption of policy requires the reporting of unethical conduct to management and subsequent restitution of any gain resulting from such conduct.

#### **Procedures**

#### **Purchase Requirements**

- 1. After approval of the annual budget, the school reviews the needs to uncover patterns of orders, and opportunities for clustering orders, to achieve volume discounts.
- In preparing purchase requisitions, the School Director or designee identifies minimum needs.

#### **Processing Purchase Requisitions**

- 1. *Purchase Requisitions* are forwarded by teachers and administrative staff to the Purchaser (Wendy Swenson), who prepares a spreadsheet by vendor for the items requisitioned.
- 2. The *Purchase Requisitions* includes the following:
  - (i) A description of items ordered
  - (ii) A cost estimate
  - (iii) The required delivery information
  - (iv) A statement of the nature and purpose of the procurement
- 3. The Purchaser presents *Purchase Requisitions* to the Executive School Administrator (Rachelle Hulet) for review and approval.
- 4. Approved *Purchase Requisitions* are returned to the Purchaser for purchasing items.

#### **Processing Purchase Orders**

- 1. A *Purchase Order* is prepared by the Purchaser.
- 2. Before a *Purchase Order* is sent to a supplier, it is reviewed by the Executive School Administrator for accuracy of the dates, account coding, quantities listed, and arithmetic extensions.
- 3. **Two** copies of the approved *Purchase Order* are prepared. One copy is forwarded to the vendor, and the **other copy** is filed in the business office (Christie O.) and entered in the *Purchase Order Log* (Wendy) by pre-assigned number to track outstanding commitments.

#### **Obtaining Bids and Quotations**

- 1. The purchasing employee requests bids or quotations verbally on transactions not expected to exceed \$5,000, and in writing for transactions between \$5,000 and \$50,000. Purchases greater than \$50,000 will require formal bid requests and evaluation before *Purchase Order* is issued.
- 2. In evaluating bids received, the purchasing employee performs and documents a cost or price analysis.

#### **Negotiation and Award**

1. Award may be made to other than the low bidder in circumstances where the higher bid demonstrates best value contracting procedures to the school. In such situations, the Business Manager shall prepare a justification statement for such awards, furnishing a brief explanation of the factors leading to such a decision.

#### Travel Expense Reimbursement

#### Control Objective

To ensure APA-LV pays only for authorized business expenses.

#### Major Controls

#### A. Travel Policies

The School has adopted policies on travel reimbursement.

#### **B.** Employee Expense Reimbursement Documentation

Employees are required to obtain and furnish documentation for individual expenses and company credit card purchases.

#### C. Internal Accounting Controls

- (i) Justification for travel approved by School Director.
- (ii) Documentation for incurred employee expenses.
- (iii) Documentation and approval for company credit card purchase.

#### **Procedures**

#### **Expense Advance or Reimbursement**

- 1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred and also attached supporting documentation.
- 2. All credit card purchases are supported by invoices in order to be reimbursed.
- 3. The employee's *Travel Report* and invoices are reviewed by the Business Manager and presented to the Treasurer for approval and signature of payment.

#### 1600 OTHER LIABILITIES PROCEDURES

This section describes procedures for recognizing and recording accrued liabilities and deferred revenue

#### Accrued Liabilities

#### Control Objective

To accurately control and record accrued liabilities.

#### Major Controls

#### A. Maintaining an Accrual Register

To properly set up and monitor accrued liabilities and accrual accounts related to salaries and wages, vacation pay, and payroll taxes.

#### **Procedures**

- 1. An accrual subsidiary schedule is established and maintained by the Finance Clerk for each type of accrual.
- 2. The school records all accruals at fiscal year end, or when determined necessary by the Business Manger
- 3. A general journal entry is prepared at year-end to record all accruals and approved by the Business Manager and the independent auditor.

#### 1700 MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting, and tax compliance.

#### 1801 Annual Budget

#### Control Objective

To effectively support the preparation of the annual budget and its periodic review.

## Major Controls

#### A. Budget Process

The Board of Trustees or committee(s) works with the CMO to prepare the annual operating and capital budgets and cash flow projection,. The budgets and projection are submitted to the Board of Trustees for approval.

#### **B.** Internal Accounting Controls

Accuracy and completeness of the budgets and projection

- 1. In preparation of the annual operating and capital budgets and cash flow projection, the CMO prepares preliminary budgets and the projection for review and adoption by the Board of Trustees.
- 2. To support the budgets and projection estimates, the Business Manager prepares current year-to-date financial data with projections of year-end totals.
- 3. The CMO and the Board of Trustees review the budgets and projection submitted for completeness and reasonableness and makes any changes.
- 4. The Board of Trustees approves and adopts the final budgets and projections.

5. The adopted budget totals are entered in the general ledger by the Finance Clerk for the new fiscal year, in order to prepare budget to actual reports.

#### Financial Reporting

#### Control Objective

To ensure the accuracy, completeness, and timeliness of financial reporting to support decision-making.

#### Major Controls

#### A. Schedule

Monthly reports are prepared based on a pre-determined schedule.

# B. Review and Approval

Financial reports are reviewed for accuracy and completeness.

#### C. Audit

The annual financial statements of the school are audited by a certified public accounting firm.

#### **Procedures**

- 1. The Business Manager prepares monthly budget vs. actual financial report, balance sheet, and cash flow statement for the Board of Trustees.
- 2. The school submits to an audit of its financial statements by a qualified certified public accounting firm.
- 3. The school shall submit the audited financial statements and other financial reports as required under state law.

#### Payroll Tax Compliance

#### Control Objective

To accurately prepare and file required tax documents on a timely basis.

#### Major Controls

#### A. Preparation

Obtain a payroll service provider or in-house payroll software to assist in the preparation of periodic payroll tax filings.

#### B. Approval of Tax Returns

Payroll tax documents are reviewed and approved by the Business Manager.

#### **Procedures**

1. The School maintains a schedule of required filing due dates for:

- (i) IRS Form W-2 Wage and Tax Statement.
- (ii) IRS Form W-3 Transmittal of Income and Tax Statements.
- (iii) *IRS Form 941* Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
- (iv) IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) U.S. Annual Information Return for Recipients of Miscellaneous Income.
- (v) Quarterly and annual state(s) unemployment tax return(s).
- 2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the Business Manager for accuracy and completeness.

# **APPENDIX B: SAMPLE FORMS**

DATE	P.O. NO.

Vendor	Ship To
Name	APA-LV
Address	Address
Attn:	Attn:

					FOB
DESCRIPTION	QTY	RATE	ITE	ZM #	AMOUNT
				T	
The share work as and a second as				Total	\$0.00

The above purchase order number must appear on all correspondence, packing sheets and bills of lading. Send invoices Attn: Business Manager

# APA-LV PURCHASE REQUISITION FORM

Го:	Business Ma	ınager	Tel:		Fax:	
ROM:				CLASSRC	OOM :	
أميم ما	_			E FOLLOWING ITEMS F	ROM:	
enac ddre	or iname:					
Address:Phone :			]	Fax :		
C	atalog No.	Page	Quantity	Description	Price	Total
				Shipping & Handling:		
						\$
harg	ed to Accoun	t		Approved		
Account Budget:				Approved School Director or Designee Approved		
O No.:				Approved Business Manager		
JIN	O					
ote:		000 require	es written quot	00 requires verbal quote. Item re from three vendors. Items gr		

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# APA-LV PETTY CASH VOUCHER

Requested By:	
Date:	
Amount:	
Reason:	
Business Manager Approval:	
Date:	
Account #:	
Amount:	

Note: All petty cash transactions must be supported by receipts and no individual will be reimbursed more than \$100. If reimbursement is more than \$100, please complete a travel report.

# APA-LV CHECK VOUCHER Date Amount Due Date PERSON MAKING THIS REQUEST 1. Name 2. School 3. Phone # \_\_\_\_\_Ext. \_\_\_\_ 4. Funding Instructions (example: Primary, Secondary, Extended Day, and Specific Grants) **PAYEE INFORMATION** 1. Payee Name\_\_\_\_ \_\_\_\_\_ and/or P.O. Box # \_\_\_\_ 2. Street \_\_\_\_\_4. State\_\_\_\_\_5. Zip \_\_\_\_\_ 3. City ( ) -6. Phone # OTHER INFORMATION 2. Special Instructions \_\_\_\_\_ 3. Business Office Should \_\_\_\_\_ Mail Check to Payee of \_\_\_\_ Notify ( \_\_\_\_ Notify ( ) when ready FOR BUSINESS OFFICE USE ONLY ACCOUNTS PAYABLE ENTERING DATE DISTRIBUTION Acct. # \_\_\_\_\_ \$\_\_\_\_ Acct. # \_\_\_\_\_ \$\_\_\_\_

NOTE: All Vendor supporting documentation must be attached to this form to process the check request.

VENDOR NO.: \_\_\_\_\_ CHECK NO.: \_\_\_\_\_ DATE: \_\_\_\_\_

TOTAL \$ \_\_\_\_\_

Acct. # \_\_\_\_\_ \$\_\_\_\_

### APA-LV CASH RECEIPT FORM

CASH RECEIPT		Date	
Received From			
Address			
		Dollars \$	
For			
HOW PAID			
CASH			
CHECK			
MONEY ORDER	By		

### APA-LV ASSET DISPOSAL FORM

	Tag#	<b>Asset Description</b>	Book Value	Condition	Fair Market Value	Disposal or Sale
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Business Manager:	 
Date of Request:	 
School Director Approval:	
Date of Approval:	 
Business Office Use Only	
Account Number:	 _
Amount:	 _

NOTE: If the fixed assets above were originally purchased by grant funding, ensure that grant disposal policies are followed.

### APA-LV WEEKLY TIME SHEET

NameWeek Ending									
DAY	Reg.	Hol.	Sick	Pers.	Vac.	Adm.	St Dev	Other	Total
Saturday									
Sunday									
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Total Hours									
o overtime hours e School Directo ours.	r Ove	rtime hou	rs are to b	e filled in	under co	olumn oth			
mployee Signat	ure						_		
upervisor Signa	ture _						_		

### APA-LV PERSONAL LEAVE REQUEST FORM

	Name of Employ	ee		Date R	equest Made
I request app	oroval of the fo	llowing day(s)	as personal leave	e:	
	Monday	Tuesday	Wednesday	Thursday	Friday
	mo/day	mo/day	mo/day	mo/day	mo/day
Classes will	be covered by				
Substitute Na	ame:			Phon	e:
Directions for					
Lesson Plans Daily Proceed			ch orders, schedu		procedures are located:
Comments:	(such as indivi	idual modificat	ions, parent volu	nteers)	
Si	gnature of Emplo	yee	_		
Please submit t	his form at least 2	24 hours in advanc	ee to the Administrat	tive Office for ap	proval by School Director.
	School Director		_		Date Approved

### APA-LV VACATION REQUEST FORM

	Name of Employ	ree	Date R	equest Made		
I request ap	proval of the fo	ollowing day(s)	as vacation leav	e:		
Vacation Da	ays used to Dat	e:		_		
	Monday	Tuesday	Wednesday	Thursday	Friday	
	mo/day	mo/day	mo/day	mo/day	mo/day	
Classes will	l be covered by	:				
Substitute N	Name:			Phon	ne:	
Lesson Plan			ch orders, schedu		procedures are lo	cated:
Comments:	(such as indiv	idual modificat	tions, parent volu	inteers)		
Please subn	Signature of Emplo nit this form o proved copy to	ne month in a		usiness Manaş	ger for approval.	Please
School Director	or	Date	Busine	ss Manager	Date	_

### APA-LV PROFESSIONAL DEVELOPMENT LEAVE REQUEST

	Name of Employ	ee		Date Request Made			
I request app	proval of the fo	llowing day(s)	as professional d	levelopment l	eave:		
	Monday Tuesday		Wednesday	Thursday	Friday		
	mo/day	mo/day	mo/day	mo/day	mo/day		
List nature o	f professional	development (v	workshop, observ	vation, and me	eetings):		
Classes will	ha aassamad has						
	be covered by			Dhon	ne:		
Substitute 14	unic						
Comments (	individual mod	lifications, pare	ent volunteers, et	c.):			
Fee:			P.O. N	Number			
Attach copy	of registration	form.					
Business Of	fice will not re	imburse unless	pre-approved in	writing.			
Please subm	it this form at 1	least one month	in advance to the	ne School Dire	ector.		
So	chool Director		Business Manager Approval				
	Date of Approval			Account No. / Amount			
Request not	approved for the	he following re	ason:				

### APA-LV TRAVEL REPORT

Name of Traveler: Dates of Travel: Grant to be charged, i	f applicable:		
Auto Mileage:	Total Miles Driven Less Round Trip to School		
	Reimbursable Miles:	@ \$0.XX	= \$
Meals and Incidentals	s Per Diem:	days @ \$XX	= \$
Air-fare			= \$
Train, bus, MBTA, T	axi		= \$
Hotel			= \$
Tolls/Parking			= \$
Other (specify)			=\$
	<b>Total Expens</b>	ses	= \$
	Less Advanc	e Check #, if any	= \$
	Amount Due	Traveler	= \$
<b>Note</b> : If a balance is du	ne back to APA-LV, please attach a	check to this Travel Report.	
Traveler's Signature Approved by:	e:	Datas	

**Note**: If a above travel is incurred under a grant agreement, please indicate the grant name and amount to be charged as allowable grant expenditures.

PLEASE ATTACH ALL RECEIPTS TO THE TRAVEL REPORT WHEN SUBMITTING FOR REIMBURSEMENT.

# Attachment 36

**Special Education Manual** 

# American Preparatory Academy Las Vegas

Under the guidance of the Nevada State Public Charter School Authority

SPECIAL EDUCATION

**GUIDANCE MANUAL** 

**MODEL POLICIES & PROCEDURES** 

### **MISSION STATEMENT**

The SPCSA improves and influences public education in Nevada by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship.

### **AUTHORITY MEMBERS**

Chair Adam Johnson
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### **ACKNOWLEDGEMENTS**

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### CHAPTER 1 INTRODUCTION

### **INTRODUCTION**

This chapter serves as the introduction to the charter school Special Education Procedures Manual.

- 1.1 Purpose of this Manual
- 1.2 Applicable Laws and Regulations
- 1.3 Free Appropriate Public Education
- 1.4 Overview of Manual

### 1.1 PURPOSE OF THIS MANUAL

This manual is designed for use by teachers, administrators, parents, service providers, professionals, and others involved in the identification, evaluation, and education of students with disabilities at the charter school. The manual is intended to guide the user in complying with federal and state legal requirements as they apply to the charter school interaction with students with disabilities and their parents/guardians.

This manual frequently refers to the charter school personnel who are responsible for carrying out certain activities, as well as the appropriate contacts if issues arise. If the charter school personnel have any questions regarding the use or interpretation of this manual or any legal or other issues affecting students with disabilities, they should contact their Site Administrator or the State Public Charter School Authority (SPCSA).

### 1.2 APPLICABLE LAWS AND REGULATIONS

### 1.2.1 Individuals with Disabilities Education Improvement Act (IDEA)

- a. The Individuals with Disabilities Education Improvement Act of 2004, often referred to as "IDEA," provides federal funds to state and local agencies for the education of eligible students with disabilities. In order to be eligible to receive services under IDEA, a student must be determined to be a child with a disability <u>and</u> to need special education and related services (each as defined under IDEA).
- b. The charter school receives IDEA funds for the education of students with disabilities only if it complies with specific requirements of IDEA. They include, among other things, the requirement to identify and evaluate students who may have disabilities, to determine the eligibility of such students, to develop individualized education programs, to place students in appropriate settings, to follow certain procedural safeguards (including in connection with disciplinary actions), and to protect the confidentiality of student records. These requirements are discussed in more detail throughout this manual.
- c. Congress made changes to IDEA in 2004, and the U.S. Department of Education revised the regulations on August 14, 2006 and December 1, 2008. This manual incorporates those changes.

### 1.2.2 State of Nevada Requirements

a. The State of Nevada has adopted its own laws and regulations covering the education of students with disabilities. These largely emulate the requirements of the federal laws and regulations discussed above but in some instances, expand on the federal requirements. The Nevada requirements are incorporated throughout this manual.

### 1.2.3 Settlement Agreements and Similar Requirements

a. From time to time, the charter school may enter into mediation, resolution, and/or settlement agreements or compliance plans in connection with administrative or court actions against the charter school involving the education of students with disabilities. The terms of such agreements must be carried out by the charter school in addition to the federal and state requirements discussed above.

### 1.3 FREE APPROPRIATE PUBLIC EDUCATION

IDEA requires that a student who meets eligibility criteria for special education services is entitled to receive a free appropriate public education, often referred to as "FAPE". Due to the meaning of FAPE being important to all the topics covered in this manual, this section discusses its meaning in detail.

### 1.3.1. Definition

The regulations implementing IDEA define free appropriate public education (FAPE) to mean special education and related services that:

- a. Are provided at public expense, under public supervision and direction, and without charge;
- b. Meet the standards of the Nevada Department of Education, including the requirements of IDEA;
- c. Include preschool, elementary school, or secondary school education for students 3-21 in the State of Nevada; and
- d. Are provided in conformity with an Individualized Education Program (IEP) that meets the requirements described in Chapter 7.0- Individualized Education Programs of this manual. The meaning of special education and related services is discussed in Chapter 7.0 Individualized Education Programs. Other components of FAPE are discussed in greater detail below.
  - Free: For purposes of FAPE, the term free means that required services are provided without cost to the student's parents/guardians. There may be other governmental agencies, insurers, or third parties (e.g. Medicaid) that have an obligation to provide or pay for services required under IDEA, Section 504 of the Rehabilitation Act of 1973 (Section 504); or the American with Disabilities Act (ADA). That said, the IDEA regulations specify that the charter school may access a parent's private insurance proceeds only if the parent provides informed consent as described in Chapter 2.0 Procedural Safeguards. Informed parental consent must be obtained each time the parent's private insurance is accessed, and the parent must be informed that his or her refusal to consent does not relieve the charter school of its responsibility to ensure that all required IDEA services are provided at no cost to the parents. The IDEA regulations also provide that the charter school may not:
    - require of a student with a disability to sign up for or enroll in public insurance programs in order for their child to receive FAPE under IDEA;
    - require parents to incur an out-of-pocket expense such as payment of a deductible or co-pay amount incurred in filing a claim for services provided under IDEA;
    - use a student's benefits under a public insurance program if that use would
      - A. decrease available lifetime coverage or any other insured benefit;
      - B. result in the family paying for service that would otherwise be covered by the public insurance program and that are required for the student outside of the time the student is in school;
      - C. increase premiums or lead to the discontinuation of insurance; or
      - D. risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

For assistance in locating potential sources of services or funding for services to meet FAPE, requirements, the charter school personnel should contact the charter school Site Administrator. The requirement that services be provided without cost to the student's parents applies only to the costs of special education and related services. The charter school may charge the parents/guardians of students with disabilities any incidental fees that are normally charged to students without disabilities or their parents as part of the general education program. For example, fees may be charged for classroom supplies, art supplies, etc., if parents of students without disabilities are charged for the same supplies and the supplies are not part of the student's special education and related services.

• <u>Appropriate:</u> The meaning of the term appropriate will depend on the unique needs of the individual student. Under IDEA, an appropriate education to a student with a disability is provided when:

- Charter school personnel will comply with Nevada Administrative Code (NAC), applicable federal law, and procedural requirements described in this manual; and
- the individualized education program developed for the student (as described in Chapter 7.0 –
   Individualized Education Program) is reasonably calculated to enable the student to receive
   educational benefit. The charter school is not required to provide the best possible education for
   a student with disability. However, the charter school must provide a program that is designed
   to provide some educational benefit to the student. These educational benefits must be more
   than minimal, meaning that the program must be designed to result in some tangible gain in the
   student's abilities.
- <u>Public:</u> The term public education means one that meets the standards establish by the Nevada Department of Education, including standards that relate to compliance with IDEA. This requirement does not mean that a student cannot be placed in a private school or facility if the Multidisciplinary Team determines that such a placement is needed to provide FAPE.

### 1.3.2. Students Who are Entitled to FAPE

- a. Generally the charter school is required to ensure FAPE is available to all students with disabilities, age 3 through 21, residing in Nevada and attending the charter school, including students with disabilities who have been suspended or expelled from school. FAPE includes the requirement that the charter school engage in appropriate child identification activities while enrolled in the charter school. These requirements are discussed in Chapter 4.0 --- IDENTIFICATION.
- b. Suspensions and Expulsions

The FAPE requirements specifically apply to students who have been suspended or expelled. For a discussion of the requirements for disciplinary action against a student with a disability, please refer to Chapter 9.0 – Discipline.

c. When the FAPE Requirement Terminates

The charter school's obligation to provide FAPE to a student ends when:

- The student is found not eligible through reevaluation;
- The student graduates with an Option One/Standard diploma;
- The student ages out at 22 years old;
- The parent provides the charter school with a written revocation of consent and the charter school issues a prior notice of revocation of services; or
- A hearing officer orders the termination.

NOTE: See Chapter 7 for Option 2 information.

- d. Students in Private Schools
  - If the charter school has made FAPE available to a student in a timely manner, and the student's parent(s) nevertheless unilaterally place(s) the student in a private school or facility, the charter school is not obligated to pay the costs of the private school placement. These provisions, as well as certain other limitations on the FAPE requirement for students in private schools, are described in Chapter 8.0—Placement.
- e. Students in Adult Prisons

Under IDEA regulations and Nevada requirements, a student aged 18 through 21 may not be eligible to receive FAPE if:

- He or she is incarcerated in an adult correctional facility;
- Was not identified as a student with a disability before the incarceration; and
- Did not have an IEP.

These provisions are discussed in Chapter 6.0 – Eligibility.

### 1.3.3. Other Terms Defined in This Manual

Many other important terms are used routinely in connection with students with disabilities. These terms are defined and discussed in context, in the chapters covering the related areas.

### 1.4 OVERVIEW OF THE MANUAL

### 1.4.1 Introduction

This manual is organized in ten chapters, each covering a particular stage in the process of ensuring that students with disabilities receive a free appropriate public education.

### 1.4.2 Procedural Safeguards

Chapter 2.0 addresses the procedural safeguards afforded to parents and students under federal and state law. These safeguards include provisions regarding notice, consent, and participation in certain decisions, as well as requirements for mediation, due process hearing, state complaints, and civil actions.

#### 1.4.3 Prior Notice

Chapter 3.0 addresses prior notices which are required to be given to parents under federal and state law. The notices include Parental Prior Notice of the charter school Proposal, Parental Prior Notice- Proposed Meeting Arrangements, Parental Notice of the charter school Refusal, and Notice of Intent to Implement IEP.

### 1.4.4 Identification

Chapter 4.0 addresses requirements for identification of students who may be covered by federal or state protections relating to persons with disabilities. These requirements include child identification obligations and the process for referring a student for an evaluation. This chapter also discussed intervention measures that may be appropriate for a student who has not yet been identified as having a disability.

### 1.4.5 Evaluation

Chapter 5.0 addresses the process for evaluating a student to determine whether he or she may have or continues to have a disability. The chapter also discusses the requirements for persons who are involved in an evaluation, as well as certain procedural requirements designed to keep parents informed of and involved in their child's evaluation.

### 1.4.6 Eligibility

Chapter 6.0 addresses the requirements for determining whether a student has a disability and is entitled to receive services under IDEA or the protections of Section 504 and ADA. These requirements include provisions governing the Multidisciplinary Team and its eligibility determinations.

### 1.4.7 Individualized Education Programs (IEPs)

Chapter 7.0 addresses the development and revision of a student's IEP. The chapter discusses the procedural and substantive requirements for an IEP.

### 1.4.8 Placement

Chapter 8.0 addresses the process for ensuring that a student is placed in an appropriate setting in accordance with state and federal special education law. The chapter discusses the options available for placement in the least restrictive environment (LRE) and specific requirements for certain types of placements.

### 1.4.9 Discipline

Chapter 9.0 addresses the special provisions applicable to governing disciplinary actions involving students with disabilities. It discusses the procedural safeguards that are provided during the student disciplinary process, as well as parents' rights to challenge disciplinary actions.

### 1.4.10 Student Records and Confidentiality

Chapter 10.0 addresses the requirements for the charter school handling of the records of students with disabilities.

### CHAPTER 2 PROCEDURAL SAFEGUARDS

### INTRODUCTION

The charter school is required to establish, maintain, and implement procedural safeguards as described in this Chapter. This chapter describes:

- 2.1 Parents and Communications with Parents
- 2.2 Notices and Opportunities to Participate
- 2.3 Consent
- 2.4 Student Records
- 2.5 Independent Educational Evaluations
- 2.6 Disciplinary Placements
- 2.7 Mediation
- 2.8 Due Process
- 2.9 Civil Actions
- 2.10 State Complaints
- 2.11 Attorney's Fees

### 2.1 PARENTS AND COMMUNICATIONS WITH PARENTS

### 2.1.1. Definition of Parent

The use of the term "parent" includes:

- a. Child's biological or adoptive parent;
- b. Foster parent when:
  - The biological parent's authority to make educational decisions on the student's behalf has been terminated under State law,
  - The foster parent has an ongoing, long-term parental relationship with the student,
  - The foster parent is willing to make the educational decisions required of the parent under IDEA, and
  - The foster parent has no interest that would conflict with the interests of the student.
- c. Guardian authorized to act as a child's parent or authorized to make educational decisions by a court of law;
- d. Individual acting in place of a biological or adoptive parent (grandparent, stepparent or other relative) with whom the child lives, or who is legally responsible;
- e. Surrogate parent;
  - Surrogate must be appointed whenever:
    - parents cannot be identified
    - parents cannot be located after reasonable efforts
    - the child is a ward of the State (surrogate may be appointed by judge)
    - the child is an unaccompanied homeless youth; or

The Surrogate parent represents the child in all matters concerning the identification, evaluation, and educational placement of the child, and the provision of FAPE.

When more than one party is qualified to act as a parent, it must be presumed the biological or adoptive parent is the parent unless they do not have legal authority to make educational decisions for the student.

In the cases described above, the Site Administrator (or designee) should request an appointment with the surrogate parent.

### 2.1.2. Transfer of Parental Rights to the Student

In certain circumstances, the parent's rights will transfer to the student, and after rights have transferred, references to "parent" in this manual should be read to mean the student.

### 2.1.3. The parent's rights under IDEA generally transfer to the student:

- a. when the student reaches age 18; or
- b. if the student is incarcerated in an adult or juvenile, state or local, correctional institution.

### 2.1.4. The parent's rights under IDEA do not transfer to the student if:

- a. the student is adjudged incompetent and a court appoints a guardian for the student; or
- b. the student's parent submits an application (Notice of Application to Represent the Educational Interests of the Special Education Student at the Age of Majority)to the court system to continue to represent their child's special education interests and whose child participates in the state's alternate assessment.
- **2.1.5.** Even after the parent's rights transfer to the student, any notices which ordinarily are required to go to the parent must be provided to both the parent and the student. All other rights accorded to parent under IDEA will transfer to the student. However, at the discretion of the student or the charter school, the parent could be invited to attend the IEP meetings as "individuals who have knowledge or special expertise" regarding the student. The student and or their parent are to be notified of the transfer of IDEA rights to the student though the IEP process, beginning when the student reaches age 17, as described in Chapter 7 Individualized Education Programs, and when the parent's rights transfer to the student.

### 2.1.6. Native Language or Mode of Communication

The native language of a parent with limited English proficiency means the language normally used by the parent. The native language of a student with limited English proficiency means the language normally used by the parent of the student. However, for purposes of all direct contact with the student (including evaluation of the student), the student's native language is the language normally used by the student in the home or learning environment. If a person has deafness or blindness or does not have a written language, the mode of communication would be the type of communication which is normally used by that person (e.g., sign language, Braille, or oral communication).

### 2.1.7. If a parent has limited English proficiency based on the Home Language Survey:

a. Special Education service provider will contact a translation or interpreting service to contract for their services unless the parent/guardian waives translation services and they sign a translation waiver form.
 (Form in Appendix) Note: Certified interpreters must be used. (i.e. ALS Global is an example of a vendor who can provide translation services in 240 languages.)

### 2.2 NOTICES AND OPPORTUNITIES TO PARTICIPATE

### 2.2.1. Notices of Meetings and Other Actions

Written prior notice that meets the requirements described in this Section must be given to the parent of a student in a reasonable time. Reasonable time is defined as no less than 5 schools days (the charter school best practice is 10 days) unless both parties agree otherwise. The prior notice must be provided before the charter school proposes or refused to initiate or change the student's:

- a. Identification as a child with a disability;
- b. Evaluation;
- c. Educational placement; or
- d. Provision of a free appropriate public education (FAPE).

### 2.2.2. The required notice must include:

- a. a description of the action proposed or refused by the charter school;
- b. an explanation of why the charter school proposes or refuses to take action;

- c. a description of any options that the charter school considered and the reasons why those options were rejected;
- d. a description of each evaluation procedure, assessment, record, or report the charter school relied upon when the action was proposed or refused;
- e. a description of any other factors that are relevant to the charter school's proposal or refusal;
- f. a statement that the parents of a student with a disability have protection under the procedural safeguards described in this Chapter; and
- g. sources for parent to contact to obtain assistance in understanding the provisions of the IDEA.

## **2.2.3.** Notice to parent must be written in a language understandable to the general public, and provided in the native language of the parent, or other mode of communication used by the parent. The charter school will take the following steps to ensure the parent/guardian's language needs are addressed:

- a. The special education service provider will translate the notice information. The special education service provider will use the Infinite Campus IEP Management system to translate the notices for the parent/guardian in their native language.
- b. If the charter school and the Infinite Campus IEP Management system are unable to translate the notice information into the parent/guardian's native language, the special education service provider will contact an appropriate public entity for technical support.
- c. In addition to written notice, the notice should be translated orally to the parent/guardian in his or her native language or other mode of communication;
- d. Confirmation will be received that the parent/guardian understands the content of the notice; and
- e. That there is written evidence in the student's confidential folder that these requirements have been met.

## **2.2.4.** Copies of the notice forms sent to parent must be filed in the student's confidential folder, or if the student does not have a confidential folder, the student's cumulative folder. Copies of the notice forms for an IEP meeting should be filed with the student's IEP in the confidential folder.

### 2.2.5. Procedural Safeguards Notice

The charter school personnel must give parent a copy of the procedural safeguards notice, at minimum:

- a. Upon initial referral or parent request for evaluation;
- b. At least once per year;
- c. When parent requests a copy;
- d. Upon first request for due process hearing;
- e. First filing of a state complaint during the school year; and
- f. When the charter school proposes a suspension that will result in a disciplinary change of placement.

### 2.2.6. Opportunity to Participate in Meetings and Decisions

Parent must be given an opportunity to participate in meetings with respect to:

- a. Identification;
- b. Evaluation; and
- c. Educational placement of the student; and
- d. The provision of FAPE to the student.

### 2.2.7. "Meeting"

The term meeting does not include informal or unscheduled conversations involving the charter school personnel and conversations on issues as teaching methodology, lesson plans, or coordination of service provision if those issues are not addressed in the student's IEP. The term also does not include preparatory activities that the charter school personnel engage in to develop a proposal or to prepare a response to a parent proposal that will be discussed at a later meeting. For example, if a member of an IEP Team contacted an Occupational Therapist for ideas about possible fine motor intervention strategies to discuss at an IEP meeting, the conversation between the IEP

Team member and the Occupational Therapist would not be a "meeting" requiring an opportunity for parent participation.

- **2.2.8.** The Site Administrator (or designee) also must take steps to ensure that the meeting is scheduled at a mutually convenient time and place. If neither parent can physically attend the meeting, the Site Administrator (or designee) must use other methods to ensure parent participation, including individual or conference telephone calls or video conferencing. A decision may be made by a group without the involvement of the student's parent if the charter school personnel are unable to obtain the parent's participation in the decision. In such cases, all efforts to ensure the parent's participation must be documented in the student's confidential folder, including at a minimum:
- a. Detailed records of telephone calls made or attempted and the results of those calls (it is the charter school Best Practice that at least two phone calls be made to confirm with parents that meeting arrangements have been sent home and that follow-up calls be made if the charter school staff are unable to speak with the parent directly over the phone.);
- b. Copies of correspondence sent to the parent and any responses received (it is the charter school Best Practice that at least one notice be sent by regular mail); and
- c. Detailed records of visits made to the parent's home or place of employment and the results of those visits.
- **2.2.9.** The charter school personnel must make reasonable efforts to ensure that the parent understands, and is able to participate in any group discussions relating to the educational decision for the student. The efforts should include arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is other than English.

For additional information regarding Parent Participation in Meetings, see Chapter 3 Prior Notice.

### 2.3 CONSENT

### 2.3.1. Definition

Certain actions with respect to a student with a disability require parental consent, as described below in this Section. Consent means that:

- a. The parent has been fully informed of all the information relevant to the activity for which consent is sought, in the parent's native language or other mode of communication;
- b. The parent understands and agrees in writing to the carrying out of the activity for which consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
- c. The parent understands that the granting of consent is voluntary and may be revoked at any time.
- **2.3.2.** If a parent revokes consent for evaluation, the revocation is not retroactive. That is, the revocation does not invalidate actions that were taken between the time consent was granted and the time it was revoked. For example, if a parent consents to an evaluation of a student but later revokes that consent, the revocation does not invalidate steps to conduct evaluation components taken by the charter school personnel between the time consent was given and the time it was revoked.

### 2.3.3. When Consent is Required

Parental consent must be obtained before:

- a. Conducting an initial evaluation.
- b. Conducting a re-evaluation with or without additional assessments.

Parental consent to an initial evaluation does not constitute consent to the initial placement in Special Education.

- If the parent refuses to consent or does not respond to the charter school's request for consent for initial evaluation, the charter school may, but is not required to, request mediation or request a due process hearing to the Nevada Department of Education to override the parent's refusal
- If the parent refuses to consent or does not respond to the charter school's request for consent to
  provide special education through specially designed instruction and related services to the student
  for the first time, the charter school cannot use mediation or due process to override the parent's

- lack of consent. If the parent does not provide consent for initial provision of special education and related services, the charter school will not be required to develop an IEP and will not be in violation of the obligation to make a free appropriate public education available to the student.
- If the parent refused to consent or does not respond to the charter school's request for consent for a re-evaluation, the charter school may, but is not required to, request mediation or request a due process hearing to override the parent's refusal.

NOTE: See Chapter 5 for further information.

### **2.3.4.** Parental consent is not required before:

- a. reviewing existing data as part of an evaluation or reevaluation under the IDEA and Nevada regulations, (informed parental consent need not be obtained for a reevaluation of a student <u>if</u> the charter school personnel can demonstrate that they have taken reasonable measures to obtain parental consent, and the student's parent has failed to respond); or
- b. administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all children.

### 2.3.5. To demonstrate that they have taken reasonable measures to obtain consent, the charter school personnel must have record in the student's confidential folder of all attempts to obtain consent, including:

- a. detailed records of telephone calls made or attempted and the results of those calls (it is the charter school Best Practice that at least two telephone calls be made and that follow-up calls be made if the charter school staff are unable to speak with the parent directly over the phone);
- b. copies of correspondence sent to the parent and any responses received (it is the charter school Best Practice that at least one notice be sent by regular mail); and
- c. detailed records of visits made to the parent's home or place of employment and the results of those visits.

### 2.3.6. Revocation of Consent

- a. The parent has the right to revoke consent for the continued provision of special education and related services by submitting a written request for the revocation to the Site Administrator of the charter school.
  - The SPCSA may not initiate a due process hearing or mediation procedures to continue special education and related services for a student when the parent has revoked consent.
  - If, at a later date, the parent requests that special education services be reinstated, the request would be treated as an initial referral and offered an evaluation in the same manner as any other student suspected of having a disability.
  - If the parent requests that special education records are expunged, Family Educational Rights and Privacy Act (FERPA) procedures under IDEA should be followed. The charter school is deemed not to have knowledge of a suspicion of a disability and the student will be disciplined as a general education student.
  - A parent cannot revoke one service. 1) The parent consent is for initial provision of ALL special
    education and related services, not for a particular service. 2) For example: a parent cannot revoke
    resource services but keep the speech and language services. 3) If a parent disagrees with the
    provision of any particular service, they can pursue their due process rights by requesting a hearing.

### 2.4 STUDENT RECORDS

### 2.4.1. Under the Family Education Rights and Privacy Act (FERPA), a parent has the right to:

- a. inspect and review all student's educational records; and
  - the charter school personnel will explain and interpret the records.
  - the charter school may charge a fee for copies of records that are made.
- b. give written permission before the charter school can release any personal identifying information to any person not otherwise entitled by law to see this information.

The charter school must keep a record of parties obtaining access to educational records collected or maintained including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

For more detailed description of matters relating to student records, see Chapter 10 --- Student Records and Confidentiality.

### 2.5 INDEPENDENT EDUCATIONAL EVALUATIONS

### 2.5.1. General Procedures

The parent has the right to obtain an independent educational evaluation (IEE) of the student. An independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the charter school. Information regarding where an IEE may be obtained will be provided to the parent upon request for an IEE, along with the school's criteria for conducting such an evaluation.

Whenever an IEE is conducted at the school's expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, will be the same as the criteria the school uses when it initiates an evaluation. Whether or not the school pays for an IEE, the IEE must be considered in decisions regarding the student's special education program.

- **2.5.2.** If a parent disagrees with an evaluation obtained by the charter school, the parent has the right to an independent educational evaluation (IEE). If the parent requests an independent educational evaluation at the expense of the charter school, the charter school personnel must respond to the request within 10 school days. The charter school pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. The charter school personnel must, without unnecessary delay, either:
- a. ensure that an IEE is provided at the charter school expense; or
- b. refuse and initiate an impartial due process hearing, as described below, to demonstrate that the charter school's evaluation is appropriate.
- 2.5.3. The charter school personnel may inquire with the parent as to why they are requesting an IEE. The charter school personnel may not require the parent to give an explanation nor require them to notify the school of their intentions to obtain an IEE (IDEA). The charter school may not unreasonably delay either providing the IEE at the charter school's expense or initiating a due process hearing to defend the charter school evaluation.

NOTE: Each school should maintain a list of NV school licensed psychologists that can be offered as possible IEE evaluators. Parents have the option to choose from this list or choose their own. If the parent chooses a non-school licensed psychologist, it is acceptable.

- **2.5.4.** If a hearing officer requests an IEE as part of a hearing, the cost of the evaluation must be at public expense. If a due process hearing results in a final decision that the charter school's evaluation is appropriate, the student's parent still has the right to an IEE, but not at the charter school's expense.
- **2.5.5.** The charter school's personnel must consider an IEE that meets the charter school criteria, whether paid for by the charter school or not, in any decision regarding the provision of a free appropriate public education to the student. The results of an IEE may be presented as evidence in a due process hearing regarding the student, as described in Section 2.8 (Civil Action).

### 2.5.6. Notice of the Right to an Independent Educational Evaluation

Upon request, the charter school personnel must provide the parent an IEE, information about how and where IEE may be obtained, and the charter school criteria for an IEE. This information should be made available in a manner that is readily understandable to the general public, including parents whose native language is not English. The

information should be made available so that if a parent disagrees with an evaluation, he or she will have access to the charter school's criteria for an independent educational evaluation, as described below. For more information regarding IEE's, see Chapter 5 – Evaluations.

### 2.5.7. Criteria for an Independent Educational Evaluation

Should the parent obtain an IEE at the charter school's expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria the charter school uses in initiating evaluations. For further information about the charter school criteria for an independent educational evaluation, please contact the charter school Site Administrator. A parent is entitled to only 1 IEE at public expense each time the public agency conducts an evaluation which the parent disagrees.

2.5.8. Disagreements between the charter school and a parent regarding the availability of a program appropriate to the student, and the question of financial responsibility, are subject to the due process procedures described in Section 2.9.

### 2.6 MEDIATION

- 2.6.1. The NV Department of Education, SPCSA, and Charter School are required to ensure that formal mediation procedures are established and implemented to allow resolution of disputes resulting from the charter school's proposal (or refusal), to identify, evaluate, place, or provide the student with a free appropriate public education. The parent may request mediation of a dispute by contacting in writing, the charter school, the SPCSA, or the Nevada Department of Education.
- a. The State, NV Dept. of Ed., bears the cost of the mediation process.
- b. Mediators are qualified and impartial individuals who may not be an employee of the charter school, another school district, the Nevada Department of Education or other state agency which receives IDEA funding or which provides direct services to a student who is the subject of the mediation process.
- c. If the charter school personnel are aware of any need that the parent may have for an interpreter that information should be provided to the Nevada Department of Education and the SPCSA at the time the mediation is initiated, or as soon as possible.
- d. Mediation is a voluntary process that brings both parties together with a mediator in an attempt to resolve the disagreement through a structured, yet informal meeting.
- e. Mediation is an alternative but not a prerequisite to the due process hearing.
- f. Mediation sessions are held in a timely manner and scheduled at times and in places convenient to the parties.
- g. Discussions that occur during mediation are confidential and may not be used as evidence in due process hearings or court proceedings.
- h. Any agreement reached will be a written agreement that is legally binding and enforceable in court.
- i. The agreement is signed by the parent and a representative from the charter school.
- j. The charter school personnel may initiate mediation of a dispute by contacting the parents, the SPCSA, or the Nevada Department of Education.

### 2.7 DUE PROCESS

### 2.7.1. Request for a Due Process Hearing

The parent or the charter school may initiate an impartial due process hearing if they disagree with identification, evaluation, education placement or the provision of FAPE to the student.

- a. A parent may request a due process hearing if
  - (1) the charter school:
    - refuses to identify,
    - evaluate, or
    - appropriately serve the student,

fails to consider the results of an IEE,

### (2) the parent:

- disagrees with a proposed IEP, or
- objects to termination of the student's special education programs.
- b. The parent request for a due process must be in writing to the Site Administrator of the charter school and must include:
  - Student's name;
  - Student's address;
  - Name of the school the student is attending;
  - A description of the nature of the problem and the facts relating to the problem; and
  - A resolution to the problem.
- c. If the request does not include the information above, the charter school may ask the hearing officer within 15 days of the request to find the due process insufficient.
- d. A due process hearing must be requested within two calendar years from the date the parent or the charter school knew or should have known about the act or omission that gave rise to the hearing request unless the parent was prevented from requesting a hearing because the charter school:
  - Specifically misrepresented to the parent that it had resolved the problem; or
  - Withheld required information.
- e. When a request for a due process has been received, the charter school Site Administrator must inform the parent of the availability of mediation as described in Section 2.7, as well as any free or low-cost legal and other relevant services available in the area. Apart from due process, the charter school Site Administrator must also provide the parent information on such legal and other services at any time upon request by the parent.
- f. A model form of parent notice requesting a due process hearing is available on the Nevada Department of Education's website.
- g. If the charter school personnel believe that it may be appropriate for the charter school to initiate a due process proceeding, they should follow NDE's due process procedures on their website.

### 2.7.2. Resolution

- a. After the charter school receives a request for due process they must:
  - Give the parent written notice of the special education action related to the issues in the hearing request within 10 days of receiving the request unless the charter school has already given the parent written notice prior to the request;
  - Convene a resolution session within 15 days (7 days if expedited) of the hearing request unless, the parent and the charter school agree in writing to waive the meeting or agree to mediation;
  - Try to solve the issues stated in the due process requested during the resolution time period; and
  - Include the parent, relevant IEP members, and a representative of the charter school with decision making authority in the resolution session.
- b. The charter school may not have an attorney present at the resolution session unless the parent brings an attorney, then the charter school may also have an attorney present. The charter school must provide the parent PWN of the school's attorney participating in the resolution meeting.
- c. If an agreement is reached, it will be written in a legally binding document and signed by the charter school representative and the parent. The resolution agreement can be canceled in writing within 3 business days if either party changes their mind.
- d. If an agreement is not reached to the parents' satisfaction within 30 days (15 days if expedited) of receiving the hearing request, the time line for due process begins.

### 2.7.3. Conducting a Due Process Hearing

a. Impartial Hearing Officer

- Within 5 calendar days after receiving a parent request for a due process hearing, or upon the charter school's initiation of a due process hearing, the charter school must forward the request to the Nevada Department of Education and the State Public Charter School Authority (SPCSA).
- The Nevada Department of Education is responsible for appointing an impartial hearing officer to conduct the hearing.
- When expedited, the hearing officer must conduct a hearing within 20 school days after the date the hearing was requested.

### b. Stay-Put Requirements

Once a due process hearing has been initiated:

- the charter school cannot change the student's educational placement during a due process until the legal proceedings are completed (stay-put) unless:
  - unless the student is placed in an alternative educational setting for behavior that is not a manifestation of the disability, or
  - if the student is removed by the charter school to an interim alternative educational setting for weapons, drugs, controlled substance or causing serious bodily injury.
  - a hearing officer removes the student to an interim alternative educational setting for up to 45 school days because it is likely the student may injure him/herself or others.

### c.. Disclosure Prior to the Hearing

- At least 5 business days prior to the hearing, each party must ensure that any evidence that the party wishes to use at the hearing has been disclosed to the other party and the hearing officer.
- If required disclosure is not made, the hearing officer may exclude the admission of undisclosed evidence from being introduced at the hearing.

### d. Due Process Hearing

- Due Process hearings must be conducted at a time and place that is reasonably convenient to the parent and the student involved.
- the charter school is responsible for:
  - notifying the parent (by certified mail) and the hearing officer of the time and place set for the hearing; and
  - notifying the parent of their rights in a due process hearing and of any free or inexpensive legal services and other relevant services available in the area.
- Any party to a due process hearing has the right to:
  - be represented;
  - be accompanied by and advised by persons who have special knowledge of or training regarding students with disabilities;
  - present evidence, object to the admissibility of evidence, and evaluation or a recommendation based on an evaluation that was not disclosed to that party;
  - confront, cross-examine, and compel the attendance of witnesses;
  - obtain a written, or, at the option of the parent, electronic, verbatim record of the hearing; and
  - obtain written, or, at the option of the parent, electronic findings of fact and decisions.
- In addition, the parent involved in a hearing must have the right to:
  - have the student who is the subject of the hearing present;
  - a hearing open to the general public; and
  - a record of the due process hearing and the findings of fact and decisions at no cost.

The charter school must take whatever action is necessary to ensure that the parent understands the written notice and the proceedings at the hearing. These steps include arranging for an interpreter for a parent who is deaf or hard of hearing or whose native language is not English.

### e. Findings of a Due Process Hearing

• The hearing officer is required:

- to reach a decision in the due process proceeding no later than 45 days after the resolution period ends;
- if expedited, a determination must be made within 10 school days after the hearing,
- to base the decision solely on the evidence presented at the hearing; and,
- to mail a copy of the decision to each of the parties within the 45-day period.
- The hearing officer may grant specific extensions of time beyond the 45- day period at the request of either party.
- The Nevada Department of Education must, after deleting all personally identifiable information from a copy of the findings and decision, transmit the redacted version to the Nevada State Special Education Advisory Council and make the redacted version available to the public. The hearing officer's decision in a due process hearing is considered final, but may be appealed by either the parent or the charter school as described below.

### **2.7.4.** Appeals

- a. Any party aggrieved by the findings and decision in the hearing has the right to appeal the decision of the impartial due process Hearing Officer.
  - The request for an appeal must be made (to the Nevada Department of Education) within 30 calendar days after receiving the decision of the hearing officer.
  - A party to the hearing may file a cross-appeal within 10 calendar days after receiving notice of the initial appeal.
- b. The State Review Officer who is appointed by the Nevada Department of Education:
  - examines the entire hearing record to make sure required procedures were followed consistent with the requirements of due process and makes an independent decision;
  - may give parties an opportunity for oral or written arguments, or both, at the discretion of the review officer;
  - seek additional evidence necessary and, if a hearing is held to receive additional evidence, afford the parties the same right under due process hearings;
  - must reach a decision and mail a copy or electronic findings of fact and the decision to each party within 30 days after the request for review is made; and
  - may grant an extension if one of the parties requests. State Review Officer's decision is final unless a party brings a civil action as described in Section 2.8.
- c. After deleting any personally identifiable information, the Nevada Department of Education is to transmit the redacted version of the findings and decisions to the Nevada State Special Education Advisory Council, and is to make the redacted findings and decisions available to the public.

### 2.8 CIVIL ACTIONS

- 2.8.1. A civil action may be brought by any party disagreeing with the findings and decision of a State Review Officer in an appeal.
- a. A civil action may be brought in a state court with jurisdiction or in federal district court.
- b. The request for an appeal must be made within 90 calendar days after receiving the decision of the review officer.
- 2.8.2. Before a civil action may be filed, the party must exhaust his or her remedies under the due process and appeal proceedings described above in Section 2.9.

### 2.9 STATE COMPLAINTS

- 2.9.1. An organization or individual may file a complaint with the Nevada Department of Education (NDE).
- a. The complaint must be in writing, signed and include:
  - a statement that the charter school has violated state or federal special education law;

- the facts related to the issue(s);
- signature and contact information of the complainant;
- a description of the nature of the problem; and
- a proposed resolution of the problem.
- b. If a specific school or student is referenced in the complaint, the complaint must also include:
  - the name and residence of the student;
  - the name of the school the student is attending.
- c. The parent must submit a copy of the complaint to the charter school and the Nevada Department of Education.
- d. The complaint must allege a violation that occurred within one year of filing.
- e. The charter school has the right to respond and try to resolve the complaint or mediate if both parties agree.
- f. The NDE must complete its review and give its decision within 60 calendar days.
- g. If the complaint includes issues which are also the subject of a due process hearing, the NDE is required to set aside those issues until the due process hearing is resolved.
- h. Any issues which are not the subject of a due process hearing must proceed and be resolved within the 60 calendar-day timeframe.
- i. If any issues raised in a complaint have previously been decided in a due process hearing involving the same parties, the due process hearing decision is binding, and the NDE must inform the complaining party to that effect.
- j. If a complaint alleges that the charter school has failed to implement a due process decision, the NDE must resolve that complaint.
- **2.9.2.** After reviewing all relevant information, the NDE will make an independent determination as to whether the charter school violated a requirement of IDEA. The NDE will issue a written decision to the complainant that:
- a. addresses each allegation in the complaint;
- b. contains findings of fact and conclusions; and
- c. states the reasons for the NDE's final decision.
- 2.9.3. If the NDE finds that the charter school has failed to provide appropriate services to a student, it must address:
- a. how to remediate the denial of those services, including, as appropriate, the awarding of monetary reimbursement or other corrective action appropriate to the needs of the student; and
- b. appropriate future provision of services for all students with disabilities.

### 2.10 ATTORNEY'S FEES

- **2.10.1.** Under IDEA, the charter school may be liable for the reasonable attorney's fees of a parent who prevails in a due process hearing, appeal, or civil action. A parent may be considered to have prevailed in a proceeding if the parent succeeded on any significant issue and obtained some of the benefits sought.
- **2.10.2.** However, in a number of circumstances, the student's parent may not recover their legal fees when they prevail or the award of attorney's fees may be reduced. It is important for the charter school personnel to bear in mind that compliance with IDEA and State Public Charter School Authority policy requirements, including requirements relating to time lines, notices, consent, parent contact, and documentation, may directly affect whether and to what extent the charter school may avoid liability for attorney's fees.
- **2.10.3.** If the charter school prevails, parent's attorneys may be liable for the reasonable attorney's fees of the charter school for bringing actions that are or become frivolous, unreasonable, or without foundation. In addition, the charter school may recover reasonable attorney's fees from the parent or the parent's attorney if the request for due process was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

### CHAPTER 3 PRIOR NOTICE

### **INTRODUCTION**

The parent has the right to receive prior written notice in a reasonable time in their native language or other mode of communication, when the charter school proposes, or refuses to initiate or change the student's identification, evaluation/re-evaluation, and eligibility, provision of a free appropriate public education (FAPE) through an Individualized Education Program (IEP) and change of placement.

This chapter describes the prior notice requirements for:

- 3.1 Identification, evaluation/re-evaluation
- 3.2 Eligibility
- 3.3 Provision of FAPE, through an IEP and change of placement
- 3.4 Parent Revocation of Consent for Special Education Services

### 3.1 IDENTIFICATION, EVALUATIONS & RE-EVALUATIONS

### 3.1.1. Parental Prior Notice of the charter school Proposal

Site-based special education staff must provide the parent prior written notice of the initiation of an evaluation within a reasonable time before the evaluation begins.

- a. Notice of the initiation of the evaluation must be completed in full.
- b. The purpose of this meeting must be marked on the Parental Prior Written Notice as:
  - Evaluate and identify student's special education needs for initial evaluations; or
    - The Parental Prior Notice must be given to the parent prior to or in conjunction with the Consent for Evaluation.
  - Re-evaluate student's special education needs and continued eligibility for special education services.
    - The Parental Prior Notice must be given to the parent prior to or in conjunction with the Consent for Evaluation or Parent Notification of No Additional Assessment Information Needed and Status of Reevaluation; Warranted/Unwarranted.

### 3.1.2. Parental Prior Notice – Proposed Meeting Arrangements

At the time site-based special education staff notifies parent of the initiation of any evaluation, staff may also provide prior notice of any meeting of the Multidisciplinary Team (MDT) that may be scheduled to consider whether additional data are needed as part of the evaluation.

- a. The term meeting does not include informal or unscheduled conversations involving the charter school personnel. The term also does not include preparatory activities that the charter school personnel engage in to develop a proposal or to prepare a response to a parent proposal that will be discussed at a later meeting.
- b. The Multi-disciplinary Team (MDT) is not required to hold a meeting solely to determine whether additional data are needed, and parent consent is not required in order to review existing data as part of any evaluation.
- c. If a meeting is determined to be necessary to discuss the components of any evaluation, a Parental Prior Written Notice must be completed in full.
- d. The charter school must maintain detailed records of:
  - telephone calls made or attempted and the results of those calls;
  - copies of correspondence sent to the parent and any response received; and
  - any visits made to the parent's home or place of employment and the results of those visits.

### 3.1.3. Parental Notice of School Refusal

If the student's parent requests an evaluation, and the MDT, during a meeting, determines that an evaluation is not required or otherwise warranted, the MDT must provide the parent written notice of the charter school's determination to refuse the evaluation. Written Notice of Refusal must state:

- a. a description of the action refused by the charter school;
- b. an explanation of why the charter school refuses to take the action;
- c. a description of any other options that the charter school considered and the reasons why those options were rejected;
- d. a description of each evaluation procedure, assessment, record, or report the charter school relied upon when the action was refused;
- e. a description of any other factors that are relevant to the charter school's refusal;
- f. a statement that the parents of a student with a disability have protection under the procedural safeguards described in Chapter 2.0 (Procedural Safeguards).

### 3.2 ELIGIBILITY

### 3.2.1. Parental Prior Notice of School Proposal

Site-based special education staff must provide the parent prior written notice of determination of eligibility within a reasonable time before the eligibility meeting is held.

- a. Notice of the determination must be completed in full.
- b. The purpose of this meeting must be marked on the Parental Prior Notice of School Proposal as: "Determine student eligibility for special education programming"

### 3.2.2. Parental Prior Notice – Proposed Meeting Arrangements

At the same time the site-based special education staff notifies the parent of the determination of eligibility, they must also provide the parent prior written notice of the eligibility meeting.

### 3.3 PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION (FAPE), THROUGH AN INDIVDUALIZED EDUCATION PROGRAM (IEP)

Parental Prior Written Notice of the charter school Proposal and Parental Prior Notice — Proposed Meeting Arrangements must be given to the parent for all IEP meetings.

### 3.3.1. Parental Prior Notice of School Proposal

Site-based special education staff is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a student with a disability. Within a reasonable time, before a proposed IEP meeting, the site-based special education staff must provide prior notice of the meeting to the student's parent. The Parental Prior Written Notice of the charter school Proposal must be completed in full.

Note: If parent is not contacted to schedule an IEP meeting via phone, email, etc. before sending home the prior written notice document, then a reasonable time period is 10 business days before the scheduled IEP meeting.

The purpose of the meeting must always be marked on the Parental Prior Notice of School Proposal as either Develop an Initial/Annual IEP and Educational Placement or Review/Revise IEP. There may be other purposes which also must be marked such as:

a. Change in Placement:

If the IEP team is considering a change in placement, such as moving to a more (or less) restrictive setting, or the discontinuation of educational services upon a student's graduation, prior written notice to the parent is required. When completing the Parental Prior Notice of School Proposal the purpose of the meeting would be:

- Change in special education placement; AND
- Develop an Initial/Annual IEP and Educational Placement; or
- Review/revise IEP.

b. Change in Special Education Related Services:

If the IEP team is considering a change or addition of special education related services, prior written notice to the parent is required. When completing the Parental Prior Notice of School Proposal the purpose of the meeting would be:

- Change in Special Education related services, AND
- Develop an Initial/Annual IEP and Educational Placement, or
- Review/revise IEP.

### c. Transition:

Beginning when a student reaches age 14, or earlier if appropriate, the Prior Written Notice must also indicate that one of the purposes of the meeting will be to develop transition services and/or postsecondary goals. When completing the Prior Written Notice the purpose of the meeting will be to:

- Develop transition services and/or postsecondary goals beginning at age 14; AND
- Develop an Initial/Annual IEP and Educational Placement; or
- Review/revise IEP.
- d. Manifestation Determination:

If the IEP team is going to conduct a manifestation determination, the prior written notice must state that the purpose of the meeting is to:

- Conduct a manifestation determination and propose a disciplinary change of placement; AND
- Develop an Initial/Annual IEP and Educational Placement; or
- Review/revise IEP.

### 3.3.2. Parental Prior Notice – Proposed Meeting Arrangements

Site-based special education staff is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a student with a disability. Within a reasonable time, but at least five school days (the charter school Best Practice is 10 days) or mutual agreement before a proposed IEP meeting, the site-based special education staff must provide prior notice of the meeting to the student's parent. The Parental Prior Notice – Proposed Meeting Arrangements must be completed in full. The Notice of Meeting Arrangement must indicate:

- a. the purpose, time, and location of the meeting;
- b. who will be in attendance at the meeting (not positions);
- c. the student if the student is 14 years old or older prior to the next annual IEP;
- d. the parent may bring to the meeting other people who have knowledge or special expertise regarding the student;
- e. if the parent gives consent to the charter school to invite person(s) from outside agencies who can contribute to the development of the IEP.

### 3.3.3. Parental Notice of School Refusal

If the student's parent requests to revise the IEP, but the site-based special education staff determines that an IEP is not required or otherwise warranted; then the site based staff must provide the parent written notice of the charter school's determination to refuse the IEP revision. Written Notice of Refusal must state:

- a. a description of the action refused by the charter school;
- b. an explanation of why the charter school refuses to take the action;
- c. a description of any other options that the charter school considered and the reasons why those options were rejected;
- d. a description of each evaluation procedure, assessment, record, or report that the charter school relied upon when the action was refused;
- e. a description of any other factors that are relevant to the charter school's refusal;
- f. a statement that the parent of a student with a disability has protection under the procedural safeguards described in Chapter 2.0; and
- g. sources for the parent to contact to obtain assistance in understanding the provisions of IDEA.

### 3.3.4. Notice of Intent to Implement IEP

The Notice of Intent to Implement is required to provide prior written notice of the charter school's intent to implement a student's IEP. The Notice of Intent to Implement is required for ALL IEPs.

- a. This includes instances where:
  - the parent disagrees with all or part of the IEP (disagree checked on IEP); or
  - the parent does not agree or disagree (no box checked on IEP); or
  - the parent is not in attendance (either by telephone or in person). The IEP and notice of Implementation should be sent to parents immediately following the IEP.
- b. The Notice of Intent to Implement must be provided to the parent within 10 days after the IEP meeting, along with a copy of the IEP and Procedural Safeguards. If the parent did not attend the IEP meeting, either by telephone or in person, then the Notice of Intent to Implement should specify implementation will begin 10 calendar days from the date of the original meeting.
- c. The Notice of Intent to Implement must state:
  - a description of the action proposed or refused by the charter school;
  - an explanation of why the charter school proposes or refuses to take the action;
  - a description of any other options that the charter school considered and the reasons why those options were rejected;
  - a description of each evaluation procedure, assessment, record, or report the charter school relied upon when the action was proposed or refused;
  - a description of any other factors that are relevant to the charter school's proposal or refusal;
  - a statement that the parent of a student with a disability has protection under the procedural safeguards described in Chapter 2.0; and
  - sources for the parent to contact to obtain assistance in understanding the provisions of IDEA.

### 3.4 REVOCATION OF CONSENT FOR SPECIAL EDUCATION SERVICES

### 3.4.1. Parental Prior Notice of School Proposal

The parent has the right to revoke consent for the continued provision of special education and related services by submitting a written request for the revocation to the charter school Site Administrator.

The charter school Site Administrator will respond by issuing the parent a prior written notice to change the student's placement and direct the school to status the last date of specially designed instruction in the student's confidential folder and that services will be discontinued due to Parent written request as described in Chapter 7.0 (Individualized Educational Programs).

### CHAPTER 4 IDENTIFICATION

### INTRODUCTION

Under the Individual with Disabilities Education Improvement Act of 2004 (IDEA) and Nevada Administrative Code (NAC), the school has a "Child Find" obligation to ensure that all children with disabilities residing in the State, including children with disabilities who are homeless, wards of the State, or attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated. Child Find responsibilities also include highly mobile and migrant children. In addition, early intervention strategies may be appropriate for some students who are experiencing academic and/or behavior problems.

This Chapter describes both the identification and the intervention processes. These processes are not mutually exclusive. Rather, either or both may be appropriate for a particular student. The process for making a referral is described in the Evaluation Chapter.

### This chapter describes:

- 4.1 Child Identification
- 4.2 General Education Interventions/Response to Intervention (RtI) Model
- 4.3 Referral

### 4.1 CHILD IDENTIFICATION

### 4.1.1. Identification Requirements/Child Find

Identifying students with disabilities is the first step in providing appropriate educational services to students who are eligible for special education and related services.

IDEA and NAC regulations require all charter schools to have policies and procedures in place to ensure that children aged 3 through 21 residing within their enrolled students' counties who are suspected of having disabilities and needing special education and/or related services are identified, located, and evaluated. Therefore, all public charter schools are responsible for developing a "Child Find" program that will encompass these three elements of identification, locating, and evaluating students.

The charter school works in cooperation with other agencies in their county to:

- 1. Locate all children and youth with disabilities from the ages of birth through 21 in the counties of which your school(s) reside and/or provide services.
- 2. Identify and refer individuals suspected of having a disability for evaluations.
- 3. Provide information to the community about the Child Find project and increase awareness about the educational rights of individuals with disabilities and their parents, through the following methods:
  - a. Newspaper articles and other media
  - b. Correspondence with community members
  - c. Annual screenings in schools and in the community
  - d. Teacher training on identifying potential disabilities
- 4. Maintain a child identification log indicating which children 3-21 years of age are receiving special education and related services and which children were found to be not eligible for service. The log contains the following information, if applicable, on all children referred for evaluation:
  - a. Student Name
  - b. Age

- c. Date Referred
- d. Date Evaluated
- e. Date Service Initiated
- f. Disability Category
- g. Reason for Not Serving
- 5. Coordinate with other agencies providing services to children (i.e. local health department; Women, Infants, & Children (WIC), etc). Charter Schools will make at least two contacts per school year with local agencies to find out if they may have knowledge of children with disabilities who are not being served, explain the referral process, and request that they refer students under the age of 22 to public schools.

Students who may be identified include:

- a. children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade;
- b. highly mobile students including migrant students;
- c. homeless children;
- d. wards of the state; and
- e. children who are enrolled in private schools or are home-schooled

### 4.1.2 Before Making a Referral

When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before a referral is made, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom.

The <u>Individuals with Disabilities Education Act</u> (IDEA) requires that children with disabilities be educated as much as possible with their nondisabled peers. By modifying what takes place in the classroom to meet a child's needs, we are addressing the spirit of the law. Frequently, such modifications are effective and may eliminate or diminish the need for special education services.

### 4.2 When Intervention Appropriate – General Education Interventions

If a student is experiencing an educational or behavioral difficulty but is not suspected of having a disability by the charter school, the charter school may attempt to remediate such difficulty through providing scientific, research-based interventions in general education environments.

The <u>Nevada Administrative Code</u> (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures shall be used by the school whenever targeted scientific, research-based interventions are provided to a particular student who is experiencing academic or behavioral difficulty:

- 1. Develop an intervention plan for the student, to include:
  - a. A description of the academic or behavior concerns, and the degree to which the student's academic or behavior performance fails to meet the demands of the educational setting;
  - b. The interventions to be provided, which are targeted toward improving performance and increasing the rate of learning.
  - c. The data to be collected to measure the student's level of performance and rate of learning.
  - d. The frequency of data collection; a description of how the data will be summarized; a description of how intervention effectiveness will be evaluated; a schedule for evaluating intervention effectiveness.
- 2. Provide a copy of the intervention plan to the student's parents.
- 3. If the eligibility team intends to determine eligibility for SPECIFIC LEARNING DISABILITIES based upon the child's RESPONSE TO INTERVENTION, provide the "NEVADA DEPARTMENT OF EDUCATION POLICY STATEMENT RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION" document to the student's

parents. This Policy Statement is not required if the student's eligibility for SPECIFIC LEARNING DISABILITIES will be determined based upon the discrepancy analysis model.

- 4. Based in part on the results of the targeted, scientific, research-based intervention, determine whether the student is suspected of having a disability and should be evaluated for special education eligibility.
- 5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the charter school must:
  - a. Conduct the initial evaluation if the charter school agrees that the student is suspected of having a disability; **or**
  - b. Provide PARTENTAL PRIOR WRITTEN NOTICE of its refusal to conduct the initial evaluation (if the charter school does not agree that the student is suspected of having a disability). Any proposed refusal to evaluate a student must be discussed with one of the LEA's Special Education Programs Professional (EPP).

If the charter school determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if the charter school determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the charter school may refer the student for an initial evaluation.

### 4.3 REFERRAL

A student qualifies for all the rights and benefits of IDEA once he or she is determined to be a child with a disability as defined in the Nevada Administrative Code (NAC). Generally, students are evaluated when either the parents of the child request an evaluation, or when, as a result of the charter school's "child find" or general education intervention activities, charter school personnel recommend an evaluation.

If the charter school proposes to conduct an initial evaluation of a student, parents must be provided with prior written notice of the proposed evaluation and a copy of the Parent Rights document. Next, consent for the evaluation must be obtained before the evaluation may begin. See PROCEDURAL SAFEGUARDS section.

In conducting the evaluation, the charter school must use a variety of assessment tools and strategies to gather relevant functional and developmental information on the child, including information supplied by the child's parents. Further, the information gathered should relate to enabling the child to be involved in and progress in the general curriculum. If appropriate, because there are existing evaluation data (e.g., a student who moved to the charter school from out of state and evaluation information from the other state was available in a timely manner, or a student making the transition from infant/toddler early intervention services at age three), the charter school must review existing evaluation data and determine what, if any, additional assessments are necessary. See EVALUATION/REEVALUATION REPORT. On the basis of this review, the charter school must identify and gather the additional data needed to determine:

- 1. Whether the child has a disability.
- 2. The child's present levels of performance and educational needs.
- 3. Whether the child needs special education and related services.

### The **initial referral** process is as follows:

- 1. Identify the student's problem and initiate the special education referral process.
  - a. Complete the Special Education REFERRAL FORM and include the following:
    - Copy of emergency information obtained in most current school enrollment documents.
    - Vision and hearing results (must be a pass)

- Developmental history completed
- Student classroom observation form completed
- Attendance information
- Copy of educational intervention(s) and modification(s) (RtI, CI, etc.)
- Academic results, sample of classroom work, test scores, etc.
- b. Provide prior written notice of the proposal to evaluate the student (PARENTAL PRIOR WRITTEN NOTICE) with a copy of Parent Rights
- c. Obtain parent consent to evaluate the student (CONSENT FOR EVALUATION)
  - Academic results (i.e.WIAT)
  - Behavior assessment (i.e. Devereaux or Burks)
- d. Site Administrator/designee's signature on referral form authorizing the initial referral process.
- 2. Review referral packet for appropriateness and completeness.
  - a. Parent has been given written notice of the charter school's proposal to evaluate the student.
  - b. Parent has provided consent to evaluate prior to any individually administered assessments given on the basis of the suspicion of a disability.
  - c. Parent has been given a copy of Parent Rights, and rights have been explained in their primary language (i.e. Spanish, German, etc.)
  - d. Student has passed the vision and hearing tests,
    - or has been treated by a physician to correct problem area,
    - or a copy of the "passed" or "normal" results are provided.
  - e. Copies of data are legible and included.
  - f. Site Administrator has signed referral.
  - g. Assign designee or case manager for referral.
- 3. Process referral packet.
  - a. Send copies to the psychologist and/or other evaluation coordinator(s) (i.e. Speech & Language therapist) to initiate the evaluation.
  - b. Collect further data if needed.
  - c. Send copies of referral page, copy of consent for evaluation and relevant information to related service provider if assessment is needed and is indicated on referral form (i.e. Speech & Language therapist, Occupational therapist, or Physical therapist).
- 4. If applicable, psychologist will complete the evaluation, write the report, and forward copies to the case manager. If the speech therapist has been the evaluation coordinator, he/she also serves as the case manager. See Evaluation section of this Manual for further information.
- 5. Schedule a meeting to determine eligibility (PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING). See Eligibility section of this Manual for further information. Meeting must include required Eligibility Team members. Please refer to the signature lines of each disability form for specific required members of each eligibility team.
- 6. Once eligibility is determined and if student is found eligible, an Individual Educational Plan (IEP) must be written within 30 calendar days. Required IEP members, in addition to a person who can interpret the instructional implications of the evaluation must be present during the IEP.

# CHAPTER 5 EVALUATION

#### **INTRODUCTION**

Before special education or related services can be provided to a student with a disability, the charter school must conduct a comprehensive evaluation based on the determined scope of the assessment to address all areas of suspected disability. The purpose of this evaluation is to determine whether the student is eligible for special education services and, if so, to determine the student's special educational programming and service needs. Evaluation of a student is also required in other circumstances, such as when it is suspected that the student is no longer eligible under the Individuals with Disabilities Education Act (IDEA) eligibility, or may have a disability not addressed by the student's current finding of eligibility.

# This Chapter describes:

- 5.1 Suspicion of Disability
- 5.2 Initial Evaluations
- 5.3 Reevaluation
- 5.4 Evaluation for Transfer Students
- 5.5 General Requirements for Evaluation
- 5.6 Early Childhood Evaluation
- 5.7 Bilingual Evaluation
- 5.8 Evaluation for Special Education Students who are involved in the Discipline Process
- 5.9 Homebound Evaluation
- 5.10 Evaluation Reports
- 5.11 Independent Educational Evaluations
- 5.12 Screenings

# 5.1 SUSPICION OF A DISABILITY

If the charter school personnel have reason to suspect that a student may have a disability and need special education and related services, the Site Administrator and staff should be contacted so that they may meet to review the information available and determine whether a referral should be initiated. When a student is experiencing academic or behavioral problems but there is no suspicion of an IDEA eligibility, personnel should consider accessing the School Intervention Team /Response to Instruction Program (SIT/RTI) regarding any necessary interventions, accommodations, and supports for the student. Parent input is also an important consideration in relationship to providing students with intervention services.

# 5.2 INITIAL EVALUATIONS

#### 5.2.1. Definition

The term "Initial Evaluation" refers to a formal evaluation that considers initial eligibility for special education under the Nevada Administrative Code (NAC). Initial evaluation applies to:

- a. general education students with no history of special education;
- b. general education students who previously received and were exited from special education, including general education students whose parents revoked consent for the continued receipt of special education services; or
- c. all transfer students from other states that have a current out of-state eligibility, but no current special education eligibility in Nevada.

#### 5.2.2. Scope/Review of Evaluation Data and Determination of Need for Additional Data

In the case of students transitioning from Early Intervention Services at age three (IDEA, Part C), or for students from outof-state that have evaluation records available, as part of an initial evaluation, the combined members of the student's IEP committee and the Eligibility Team shall review existing evaluation data. Based on that review and input from the student's parent, the team must identify what additional data, if any, are needed. The group may conduct its review without a meeting, but all should clearly document that the data has been reviewed in accordance with NAC requirements.

# 5.2.3. Request for an Initial Evaluation Referral

- a. Sources may include parents and/or the charter school staff.
  - If the charter school personnel request an initial evaluation, initial evaluation steps need to be followed as described in 5.2.4.
  - If the parent requests an initial evaluation, either verbally or in writing, the charter school personnel must respond formally. They:
    - may decide an evaluation is NOT warranted or determined that interventions will be tried first, then a refusal (Form located in Appendix) must be completed and sent to parents: or
    - team may decide an evaluation is warranted, then proceed with procedures for initial evaluation including sending a written prior notice or
    - team may decide to do an evaluation (follow initial evaluation procedures) and refer to SIT to do interventions concurrently.

# 5.2.4. Initial Evaluation Steps

- a. Initiate referral and notify team members and related service providers as deemed appropriate. Referral sources may include parents and/or charter school staff.
- b. Provide the parent with the Procedural Safeguards and prior written notice and document all contacts and attempted contacts with the parent. If the charter school personnel are unable to convince the parent to participate, all efforts to obtain parent input should be documented.
- c. Determine scope/review of evaluation data and determination of need for additional data (see Chapter 3.0).
- d. Obtain Parent Consent for Evaluation. Parent consent for evaluation may not be necessary for out of state transfer students unless additional assessments are warranted as described in 5.4.
- e. Conduct needed assessments as warranted.
- f. Hold eligibility meeting within 45 school days of signed consent and/or the initiation of PWN (use appropriate prior notice procedures for scheduling as described in Chapter 3.0) without additional assessment.
- g. DRAFT copies of evaluation reports may be given to the parent and must be clearly labeled as a draft.
- h. Provide a copy of completed evaluation reports and Statement(s) of Eligibility to the parent on the day of the meeting or within 10 calendar days of eligibility meeting.
- i. For eligible students, complete IEP development within 30 calendar days of eligibility determination.

#### 5.3 REEVALUATIONS

#### 5.3.1. Definition

The term "Reevaluation" refers to the formal evaluation of a student who is already identified as eligible for special education under NAC. Reevaluation applies to:

- a. students who are routinely evaluated every three years for continuing special education eligibility in Nevada;
- b. students who are evaluated for continuing eligibility for special education in Nevada under a different or additional eligibility classification. This includes: students who currently hold Developmental Delay or Speech/Language Impairment eligibilities;
- c. other students whose primary eligibility classifications might change (e.g., LD to ED, ID to MI). A reevaluation is required if there is sufficient information to suspect that a significant change in a student's physical, psychological, academic, or social functioning is occurring that may have an impact on the student's eligibility for

special education and/or related services, including situations where the student may no longer need special education services to receive an appropriate education.

# 5.3.2. Scope/ Review of Evaluation Data and Determination of Need for Additional Data

As part of any reevaluation, the combined input from the student's IEP team, including input from the student's parent(s), Identify what additional data, if any, are needed.

The combined members:

- a. conduct a review of data from existing evaluations, including, but not limited tp:
  - evaluations and information provided by the parents of the student,
  - current local or state assessments, classroom-based assessments and observations,
  - observations by teachers and related service providers, and
- b. based upon the review and input from the student's parent, identify the additional data, if any that are required to determine:
  - whether the student continues to have a disability, and the educational needs of the student,
  - the present levels of academic achievement and related developmental needs (functional levels) of the student.
  - whether the student continues to need special education and related services; and
  - whether any additions or modifications to the special education and related services are needed to
    enable the student to meet the measurable annual goals set out in the IEP of the student and to
    participate, as appropriate, in the general education curriculum.

#### 5.3.3. Reevaluation Steps

A student receiving special education services must be reevaluated before the student can be determined ineligible for continuing special education services as described in 6.0. As recognized exceptions under IDEA, a reevaluation is not required before the termination of a student's eligibility due to graduation with a regular high school diploma, or due to the student's exceeding the age of eligibility for FAPE under Nevada law. If the student's parent requests a reevaluation, and the MDT determines that a reevaluation is not required or otherwise warranted, the MDT must provide the parent prior written notice of refusal together with the procedural safeguards notice.

#### STEP 1 COMPLETE PRIOR PARENTAL NOTICE OF SCHOOL PROPOSAL AND REEVALUATION REFERRAL NOTICE

Reevaluation Referral Notice & the Prior Parental Notice of District Proposal

# **STEP 2: SCOPE of ASSESSMENT**

Scope is documented in the MDT evaluation report and supporting evidence should be found in the confidential folder (Scope form located in Appendix). Note: Use of the form is optional as long as there is supporting evidence in the confidential folder. Conduct review of data from existing evaluations (See 5.3.2) Input is gathered from combined members of the Eligibility Team & IEP Team which includes parents.

No New Assessments Needed

- a. No Additional Assessment Information Needed and Status of Reevaluation: Warranted/Unwarranted
- b. Parent Notification
- c. Team consensus must agree to no additional assessments needed.
- d. Must be dated on or after the Parental Notice

**New Assessment Needed** 

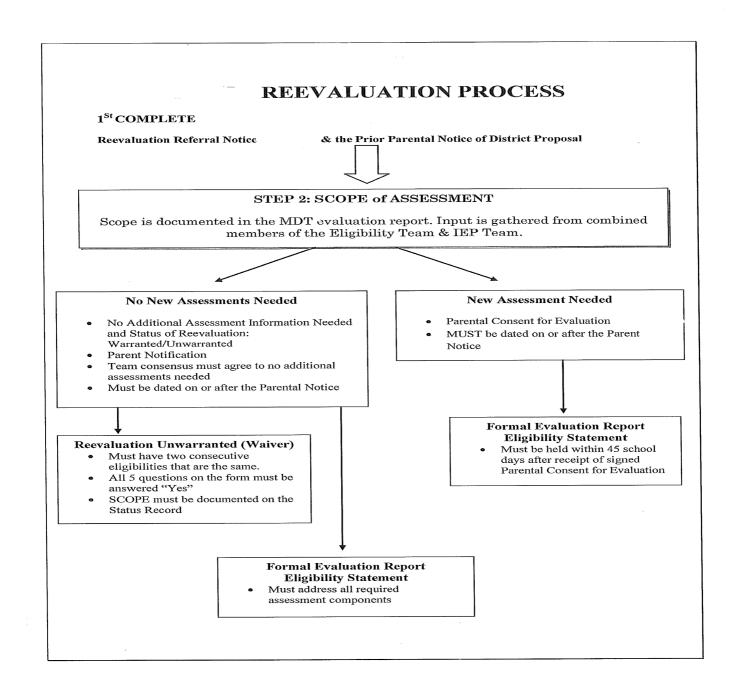
- a. Parental Consent for Evaluation
- b. MUST be dated on or after the Parent Notice

Reevaluation Unwarranted (Waiver)

- a. The student has two or more prior, consecutive evaluations confirming the current disability, only one of which needs to be a the current charter school Nevada evaluation
- b. All 5 questions on the form must be answered "Yes"
- c. SCOPE must be documented on the Status Record or form in Appendix.

# Formal Evaluation Report Eligibility Statement

- a. Must be held within 45 school days after receipt of signed Parental Consent for Evaluation
- b. Must address all required assessment components
- For reevaluations that are deemed unwarranted (Waiver), the development of a reevaluation report is required, and a new Statement of Eligibility and IEP is required. The IEP must be completed within 30 calendar days from the eligibility date. Completion of the statement of need for reevaluation (waiver) triggers the new 3-year routine reevaluation time line.



#### 5.4 EVALUATION FOR TRANSFER STUDENTS

The circumstances under which a student enrolls or transfers into the charter school from another school district, will govern which specific special education procedures are applicable. Informed written consent for initial provision of services must be obtained from the parent prior to implementation of special education services.

All transfer students are entitled to the same open enrollment procedures as all other charter school students. All students should be registered and enrolled into the school by the provided deadlines.

#### 5.4.1. Transfers Within Nevada

A current Nevada eligibility from any Nevada school district or charter school can be accepted outright by the charter school and that eligibility may remain in effect for up to 3 years of the date of the last formal eligibility determination. For in-state transfer students, formal evaluation is pursued only when deemed warranted by an MDT/IEP Team. The standard time line of 45 school days for timely completion of these reevaluations would apply.

When the parents register their child for school and indicate that student was receiving special education services at his/her previous school in Nevada, a form indicating the name and location of the previous school will be completed and signed by the parent. The current charter school will send the request to the previous charter school or county school district for confidential records even if the parents submit a copy of their child's current IEP. There are additional documents that need to be acquired such as the most current psychological report among other relevant information. Attempts to locate/obtain records will be documented. If such documentation cannot be obtained, charter school staff should contact the charter school or county school district by phone to follow up on the written request. Records received will be provided to the special education case manager and/or coordinator.

If the student's previous IEP is available, the charter school must provide the student with a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents, for a period no longer than 30 calendar days, until the charter school adopts the previous IEP, or develops a new IEP.

If no IEP is available, the student should be receiving services under a 30-calendar-day interim IEP. Upon the expiration of 30 days after the development of the interim IEP, a complete IEP must be developed. Because the student is already eligible in Nevada, a reevaluation is usually not needed.

# 5.4.2. Transfers From Out-of-State

Initial evaluation procedures are required for all out-of-state special education transfer students. This includes transferring from a State where a student was receiving special education services under the Developmentally Delayed classification to the age of nine. The timeline for completing an initial evaluation in Nevada is 45 school days from the date of parental consent for evaluation through formal determination of the student's eligibility for special education in Nevada.

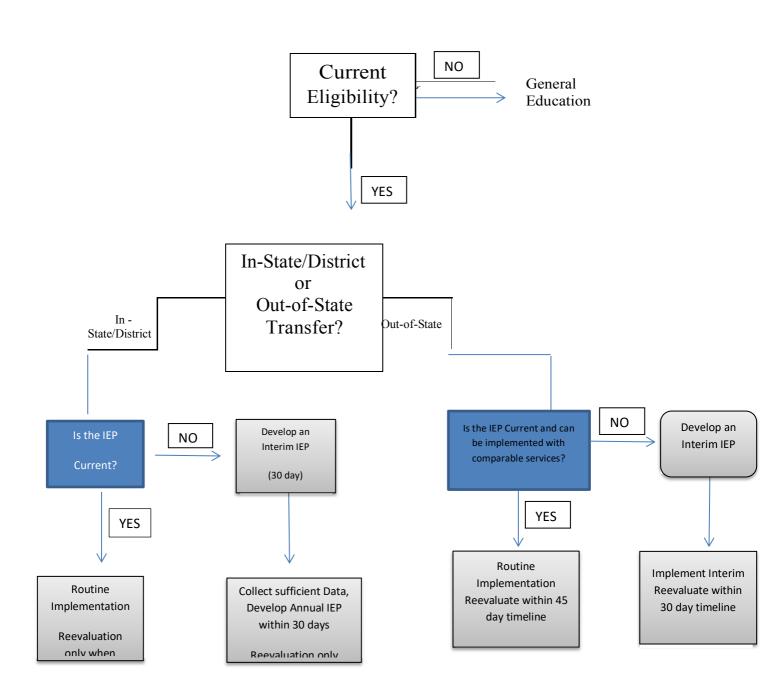
The evaluation coordinator is responsible for coordinating the process needed to ensure that Nevada eligibility is confirmed, whether under the 30-day interim IEP timeline (in circumstances when no IEP is available from the previous charter school or school district), or under the 45-school day timeline when the district is providing services comparable to the services provided under the student's out-of-state IEP.

Parental consent must be obtained using the CONSENT FOR EVALUATION form. If evaluation information is available, the combined members of the eligibility team and IEP Committee must complete the EVALUATION/REEVALUATION REPORT form. If no additional data are needed, provide PARENTAL PRIOR WRITTEN NOTICE of this decision. The eligibility team must meet to determine eligibility within 45 school days of obtaining the parent's written consent.

If the student's previous IEP is available, the charter school must provide the student with a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents, until eligibility in Nevada has been determined and until the charter school develops a new IEP, if appropriate.

If no IEP is available, the student should be receiving services under a 30-calendar-day interim IEP. If a 30-day interim IEP has been developed the student's eligibility must be confirmed and a complete IEP must be developed prior to the expiration of the 30 days. During the 30-day period, the student should be receiving services under an interim Individualized Educational Program.

# TRANSFER STUDENTS FLOWCHART



#### 5.5 GENERAL REQUIREMENTS FOR EVALUATIONS

Initial evaluations and reevaluations must be comprehensive enough to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been, or may be, classified.

#### 5.5.1. Assessment Areas

Nevada regulations impose specific requirements for evaluation of particular areas of a student's abilities/skills, behavior, and performance, as follows:

- a. Performance in Current Educational Setting
  - Definition: "Performance in the current educational setting" means the behavioral and academic functioning of a student in the environment in which the majority of the student's education occurs. Generally, a student's past and present educational performance is reviewed to obtain information about: achievement test scores; grades; appropriateness of instruction and progress relative to instruction; any prior, scientific, research-based interventions which may involve modification of the classroom environment, curriculum or delivery of instruction; any positive behavioral intervention/strategies/supports; disciplinary record; and attendance. The person conducting this portion of the evaluation should also review any information collected through the Response To Intervention Program (RTI). If the performance of a student with a disability in the student's current educational setting is assessed, the assessment may include:
  - observation of the student in that setting;
  - review of any report from a parent or teacher of the student;
  - review of samples of the work of the student; and
  - curriculum-based assessment.

If the assessment of performance is required to determine the eligibility of the student with Specific Learning Disabilities, information can be used from:

- an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation; or
- an observation by an eligibility team member of the student's academic progress in the regular classroom after the student has been referred for an evaluation and parental consent has been obtained. Any interpretation of an assessment of performance in the current educational setting must be made by one or more members of the eligibility team having personal knowledge of the performance of the student.

# b. Intervention

Definition: "Intervention" means a strategy, developed on the basis of individual need, designed to have a remediate effect upon any academic or behavioral difficulties of a student. The term does not include disciplinary procedures applied to a group of students unless, giving consideration to the individual needs of a student, such procedures are demonstrably more appropriate than other strategies. Examples of intervention practices may include, but are not limited to:

- adapting curriculum materials to the needs of the student;
- variations in the techniques employed in teaching the student;
- tutoring or supplemental instruction;
- using behavior management programs;
- counseling or direct social skills instruction for the student; and
- modifications to the educational environment.

Definition: "Scientific, research-based intervention" means the modification of the classroom environment, curriculum or delivery of instruction in general education settings, which is based upon an examination of characteristics of the student as a learner, the instruction being provided and the curricular tasks to be accomplished, and targeted toward improving the student's level of performance and rate of learning. The

modification of the classroom environment, curriculum or delivery of instruction is demonstrated through scientifically-based research and practice to have a positive impact on a student's academic achievement or behavior.

# c. Cognitive Abilities

Definition: "Cognitive abilities" means those abilities involving the processes of thinking, reasoning and problem solving. An individually administered, standardized test of cognitive ability must be used as part of the evaluation process, when appropriate, in assessing the cognitive abilities of a student with a disability. If a score other than the total score of the student on such a test is used to assess the student's cognitive abilities, the procedure must be justified, on the basis of professionally recognized criteria, in the records of the student maintained by the charter school. Any interpretation of an assessment of cognitive abilities must be made by a licensed school psychologist or licensed or certified psychologist. In the case of a student under the age of 6 years, any such interpretation may be made by a licensed school psychologist or a licensed or certified psychologist with documented training in the assessment of preschool students with disabilities

# d. Social and Emotional Condition

Definition: "Social and emotional condition" means the present thoughts, feelings and interactive behavior of a person. If the social and emotional condition of a student is assessed, the assessment may include:

- observation of the student;
- interview of the student or of any person having personal knowledge of the student; and
- use of a behavior rating scale, an adaptive behavioral scale; and a self-report inventory.

A student may not be identified as a student with serious emotional disturbance without prior interventions and unless a variety of these techniques is used to assess the social and emotional condition of the student. Any interpretation of an assessment of social and emotional condition must be made by a school psychologist or another certified psychologist or licensed mental health professional.

#### e. Adaptive Skills

Definition: "Adaptive skills" include communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work. The person conducting the evaluation must use a validated adaptive behavior scale. The assessment must include an assessment of any six or more of the following:

- communication;
- self-care;
- home living;
- social skills;
- community use;
- self-direction;
- health and safety;
- functional academics; and
- leisure and work.

Any interpretation of an assessment of adaptive skills must be made by a person qualified to assess adaptive skills through the use of an adaptive behavior scale.

#### f. Health

Definition: "Health" means the general physical condition of a person. If the health of a student is assessed, the assessments include:

- review of health and developmental history;
- hearing and vision screening; and
- physical examination.

When the health of a student with a disability is assessed, the following assessments may also be included:

- audiological assessment;
- physical therapy assessment; or
- occupational therapy assessment of the student.

Any interpretation of an assessment of health must be made by a person qualified to assess the health condition of a student. An evaluation of a student's health and developmental history must be completed to determine if the student has one or more health concerns that substantially affect his or her educational performance. It is essential that the student's medical history and current health be evaluated early in the evaluation process so that any health problems can be identified and, if possible, be remediated prior to conducting other evaluation procedures. Each student being evaluated must undergo a general health evaluation, including vision, hearing, and neurological screening, which must be conducted at the time, or within six months, of the evaluation. However, no student shall be required to undergo any physical examination or medical treatment if the parent objects because of religious beliefs.

A health evaluation generally is conducted by the charter school nurse, who may recommend further medical information as necessary, including obtaining a physician's report. The school nurse conducting the health evaluation should obtain information, as appropriate, from the student's parent, teacher, family physician, the student, and any other pertinent sources such as public health agencies or medical clinics with knowledge of the student. Other staff who obtains pertinent health information in the course of consulting with the parent or the student should provide such information to the school nurse conducting the review.

If a student fails any general health screening, the student should be referred for an examination by a licensed practitioner for diagnosis and remediation. If a student fails a hearing screening and no medical follow-up has occurred, or if a Multidisciplinary Team member believes the student may have a hearing disability, the school nurse should facilitate scheduling of an audiological evaluation with an audiologist. Similarly, if a student fails a general vision screening and no medical follow-up has occurred, the school nurse should facilitate scheduling of a vision evaluation with a licensed practitioner. If a student fails any general health screening, further evaluation and remediation of any problem involving vision, hearing, or neurological function should be completed when possible prior to conducting other evaluation procedures that may be affected by the condition.

If the health evaluation reveals that the student has a vision or hearing problem that cannot be remediated, the school nurse should notify all members of the evaluation team prior to other evaluation procedures being conducted. Failure of any general health screening does not constitute an eligibility determination for the purposes of the IDEA. The school nurse should inform the parent of any student who has failed a general health screening about the eligibility determination process described in the Eligibility Chapter 6.0.For assistance in informing the parent about the eligibility process, the school nurse should contact the student's Multidisciplinary Team.

If a medical consultation, including any psychiatric or neurological consultation, is appropriate, the school nurse conducting the evaluation should contact the charter school Site Administrator should assistance be required in facilitating such a consultation. Nevada regulations require any diagnostic decision concerning an evaluation of health to be made by a person qualified to assess the condition in issue.

The school nurse should document the results of the health evaluation in the MDT report, which should clearly indicate whether the student has a health concern requiring consideration by the Multidisciplinary Team and/or IEP Committee. For example, the report should include information about whether the student needs medication, special health care procedures, preferential seating, etc. The report should include reports of any other medical professionals consulted as part of the health evaluation.

A health evaluation of a student with significant health concerns who has transferred from outside the county of residence and wishes to enroll or is enrolled in the charter school should be completed as part of the evaluation process if the student:

- requires a medical procedure such as G-tube feeding, suctioning, catheterization, oxygen, etc.;
- recently experienced a traumatic brain injury;

- has a seizure disorder not under control;
- has uncontrolled respiratory problems requiring procedures during the school day;
- has other serious health concerns which might warrant medical intervention or monitoring; or
- requires significant assistance with personal care (e.g., toileting, feeding, etc.).

# g. Speech, Language or Other Communication Skills

Definition: "Speech and language" means skills relating to articulation, phonology, receptive language, expressive language, syntax, semantics, morphology, fluency and the use of the voice. If the speech and language or other communication skills of a student are assessed, the assessment may include:

- observation of the student;
- interview of the student or of any person having personal knowledge of the student;
- use of information from a parent or teacher of the student;
- use of a standardized test of speech, language or other communication skills; and
- health assessment.

Any interpretation of an assessment of speech, language or other communication skills must be made by a licensed speech and language specialist.

#### h. Academic Achievement

Definition: "Academic achievement" means the possession of basic reading skills and skills relating to oral expression, listening comprehension, written expression, reading fluency, reading comprehension, mathematics calculation and mathematics reasoning. In the case of a student under the age of 6, the term means academic readiness and the mastery of language concepts. If the academic achievement of a student with a disability is assessed, the person conducting the assessment may use:

- a standardized test of academic achievement;
- curriculum-based assessment; and
- a report by the teacher of the student.

If the assessment of academic achievement is required to determine the eligibility of the student for special services and programs of instruction, then the assessment must be based upon the use of a standardized test. Any interpretation of an assessment of academic achievement must be made by a person qualified to administer individually standardized tests of academic achievement to the student.

# i. Functional Behavior

As used in this section, if the functional behavior of a student is assessed as part of the evaluation process, the assessment must include:

- systematic observation of the occurrence of the targeted behavior for an accurate definition and description of the frequency, duration and intensity of the behavior;
- systematic observation of the events that immediately precede each display of the targeted behavior and are associated with the display of the behavior;
- systematic observation and analysis of the consequences following the display of the targeted behavior, to identify the specific environmental or physiological outcomes produced by the behavior, in order to determine the function that the behavior serves for the student. The communicative intent of the targeted behavior must be identified in terms of what the student is either requesting or protesting through the display of the behavior.
- analysis of the settings in which the targeted behavior occurs most frequently. Factors that may be
  considered include the physical setting, the social setting, the activities and the nature of instruction,
  scheduling, the quality of communication between the student and staff and other students, the degree
  of participation of the student in the setting, the amount and quality of social interaction, the degree of
  choice and the variety of activities.
- review of records for health and medical factors which may influence the targeted behavior, including, without limitation, levels of medication, sleep cycles, health and diet; and
- review of the history of the targeted behavior to include the effectiveness of intervention previously used.

"Targeted behavior" means the particular adaptive or inappropriate behavior of the student that the person conducting the assessment monitors in order to promote adaptive behavior and reduce the occurrence of inappropriate behavior.

#### 5.5.2. Evaluation Procedures

In selecting tests and other evaluation materials used to assess a student, the charter school personnel must ensure that in conducting the evaluation, the charter school MDT must, at a minimum:

- a. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent that may assist in determining:
  - whether the student is a student with an IDEA eligibility; and
  - the content of the student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
- b. Not use any single measure or assessment as the sole criterion for determining whether a student is a student with an IDEA disability and for determining an appropriate educational program for the student.
- c. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- d. Ensure that assessments and other evaluation materials used to assess the student are:
  - selected and administered so as not to be discriminatory on a racial or cultural basis; and
  - provided and administered in the student's native language or other mode of communication and in the
    form most likely to yield accurate information on what the student knows and can do academically,
    developmentally, and functionally, unless it is clearly not feasible to provide or administer;
  - used for the purposes for which the assessments or measures are valid and reliable;
  - administered by trained and knowledgeable personnel; and
  - administered in accordance with any instructions provided by the producer of the assessments.
- e. Use assessments and other evaluation materials including those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- f. Select and administer assessments to best ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- g. Select assessment tools and strategies which provide relevant information that directly assists team members in determining the educational needs of the student.
- h. Assess the student in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- i. Coordinate with students' prior schools if they have transferred from one district to another district in the same school year, or from another charter school to the charter school, as necessary and as expeditiously as possible to ensure prompt completion of full evaluations.
- j. Must be sufficiently comprehensive to identify all of the student's special education and related service's needs, whether or not commonly linked to the disability category in which the student has been classified.

# 5.5.3. Required Assessments by Eligibility Category

- a. An evaluation for Autism Spectrum Disorder under the Nevada Administrative Code (NAC) must include assessment of:
  - health and medical status;
  - developmental history, including, without limitation, the rate and sequence of development and a clear statement of strengths and weaknesses;
  - cognitive abilities;
  - social and emotional condition in multiple settings;
  - academic achievement;

- adaptive skills; and
- speech, language and other communication skills.
- b. An evaluation for Autism Spectrum Disorder must also consider:
  - sensory regulation;
  - self-help and independent living skills;
  - behavior problems;
  - symbolic and imaginative play;
  - activities and special interests; and
  - motor skills.
- c. An evaluation for Hearing Impairment under NAC must include:
  - a comprehensive audiological examination, including pure tone and speech discrimination tests, performed by an audiologist; and
  - an assessment of the health of the student, which must include:
    - health of the student, which must include a comprehensive examination of vision;
    - academic achievement of the student; and
    - speech and language of the student.

If the above requirements are satisfied, the evaluation of the student may include an assessment of the student's cognitive abilities and social and emotional condition.

- d. An evaluation for Visual Impairment under NAC must include:
  - a comprehensive examination of vision, performed by an eye specialist; and
  - an assessment of the health and academic achievement of the student.

If the above requirements are satisfied, the evaluation of the student may include an assessment of the student's cognitive abilities and social and emotional condition.

- e. An evaluation for Orthopedic Impairment under NAC must include an assessment of:
  - the health of the student, which must include a physical examination; and
  - the student's functional limitations in relation to the demands of a regular classroom.

If the above requirements are satisfied, the evaluation of the student may include an assessment for physical therapy or occupational therapy, and an assessment of the student's cognitive abilities, social and emotional condition and academic achievement.

- f. An evaluation for Health Impairment other than Orthopedic under NAC must:
  - assess the health of the student; and
  - analyze the ability of the student to perform in a regular classroom.

If the above requirements are satisfied, the evaluation of the student may include an assessment of the student's developmental history, cognitive abilities, social and emotional condition, academic achievement and language and motor skills.

- g. An evaluation for Speech and Language Impairment under NAC must include an assessment of:
  - the performance of the student relating to language, articulation, fluency or voice, as relevant to the student's impairment;
  - the health of the student; and
  - if relevant to the student's eligibility for special education services, the cognitive abilities, academic achievement, and social and emotional condition of the student.
- h. An evaluation for Traumatic Brain Injury under NAC must include an assessment of:
  - health;
  - developmental history;
  - cognitive abilities;
  - social and emotional condition;
  - academic achievement;
  - language and motor skills;
  - sensory and perceptual abilities; and
  - attention, comprehension, judgment and problem-solving skills.

An evaluation for Traumatic Brain Injury must also consider, without limitation:

- medical documentation of the injury;
- the student's educational performance relative to a normative population;
- the student's strengths and weaknesses; and
- if possible, the student's educational performance before and after the student acquired the injury.
- i. An evaluation for Intellectual Disability under NAC must include an assessment of:
  - cognitive abilities;
  - adaptive skills, including prevocational and vocational assessments, if appropriate;
  - health, including a developmental history;
  - academic achievement; and
  - performance of the student relating to speech and language.
- j. An evaluation for Emotional Disturbance under NAC must include an assessment of:
  - social and emotional condition, based in part upon information from the student;
  - health and cognitive abilities;
  - performance in current educational setting; and
  - any previous intervention.

"Socially maladjusted" and "conduct problem" mean behavior characterized by knowledge of social expectations and intentional disregard of those expectations.

- k. An evaluation for Specific Learning Disability under NAC must include assessment of:
  - health and developmental history;
  - performance in the student's current educational setting;
  - any scientific, research-based intervention provided to the student;
  - academic achievement;
  - social and emotional condition;
  - cognitive abilities, only if the evaluation involved determining the existence of a statistically significant discrepancy between achievement and intellectual ability; and
  - an observation of the academic performance of the student in the student's classroom or, in the case of a child under school age, in an environment appropriate for the child's age.

To ensure that underachievement of a student suspected of having a Specific Learning Disability is not due to lack of appropriate instruction in reading or math, the evaluation must consider:

- data that demonstrates that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel;
- data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting
  formal assessment of student progress during instruction and was provided to the student's parents;
  and other extrinsic factors, such as limited English proficiency. Evidence of appropriate instruction and
  interventions to promote student progress is important in ensuring a full evaluation of all areas of
  suspected need.
- I. An evaluation for Multiple Impairments under NAC must include:
  - an assessment of Intellectual Disability, including:
  - cognitive abilities;
  - adaptive skills, including prevocational and vocational assessments if appropriate;
  - health of the student, including a developmental history;
  - academic achievement; and
  - performance of the student relating to speech and language; and
  - an assessment of another disability satisfying NAC requirements.
- m. An evaluation for Developmental Delay under NAC must include an assessment of:
  - health;
  - developmental functioning; and
  - social and emotional condition.
- n. An evaluation for Deaf-Blindness under NAC must include an assessment of
  - hearing impairment satisfying NAC requirements; and
  - visual impairment satisfying NAC requirements.

#### 5.5.4. Timelines for Evaluations

- a. Every effort must be made to complete the evaluation within a reasonable time after the charter school has reason to suspect that a student may have a disability and need special education and related services.
  - Both initial evaluations and reevaluations must be completed within 45 school days, from the date of securing informed parental consent or Notice of No Additional Assessments Information Needed, whichever is appropriate, through completion of eligibility determination. The 45-day timeline applies to those days when the student is scheduled to attend school for a standard instructional day (i.e., not summer vacation, track breaks, holidays or ESY). Exception: evaluations that coincide with Interim IEP placements must be completed within 30 calendar days.
  - A formal reevaluation must be conducted when conditions warrant it (i.e., new referral questions/assessment needs).
  - A formal reevaluation must occur:
    - Not more than once a year, unless the parent and the charter school otherwise agree.
    - At least once every 3 years, unless the parent and the charter school agree that a reevaluation is not necessary. (Student must have 2 or more evaluations, one of which must have been conducted by the current charter school).
  - An authorized charter school representative (site administrator or designee) must be involved in the
    decision-making process. He/she must possess a valid Nevada Administrative license or Nevada Special
    Education license/endorsement.
  - Agreement between the parent and the charter school that a reevaluation is not warranted must be documented through the Statement of Need (SCOPE) for Reevaluation form.
  - The charter school is not required to conduct reevaluations for students to meet the entrance or eligibility requirements of an outside institution or agency (e.g., vocational rehabilitation programs, colleges/universities, outside agencies, or other post-secondary settings).

#### b. Timelines in Exceptional Circumstances

- Upon formal written request of the charter school, the Superintendent of Public Instruction at the Nevada Department of Education may extend the deadline for conducting the initial evaluations for not more than 15 school days.
- The deadline does not apply if the parent of the student repeatedly fails or refuses to deliver the student for the evaluation.
- If for any reason (such as extended illness of the student), it becomes impossible to complete the evaluation within 45 school days, the charter school personnel should document the justification for the delay in writing. Delay should only occur in exceptional cases and the documentation for the justification should conform to the codes used in the charter school student information system.

#### 5.6 EARLY CHILDHOOD EVALUATION

# **5.6.1.** Early Childhood Considerations

The completion of formal eligibility reevaluations for students with disabilities who are 3, 4 or 5 years of age occur when warranted, including when other eligibility classifications are suspected.

In the case of a 5-year old who has a Developmental Delay eligibility, formal reevaluation procedures are required and this reevaluation must occur no later than the student's sixth birthday.

# 5.7 BILINGUAL EVALUATIONS

# 5.7.1. Language and Cultural Information

If there is reason to believe that the student may have limited English proficiency (LEP) and is being considered for referral for evaluation or has been referred for evaluation (as well as when an evaluation has been ordered by a hearing officer), the Site Administrator (or designee) should ensure that the following have occurred:

- a. The charter school personnel must have assessed and documented the student's proficiency in English and the student's native language. This language assessment must include:
  - an interview with the student's parent;
  - a determination of the language spoken in the student's home;
  - the language the student uses most comfortably and frequently;
  - the language the student uses to conceptualize and communicate; and
  - the student's levels of language proficiency in English and the native language if feasible to do so.
- b. Information must be gathered about the student's cultural background, including:
  - the language spoken at home;
  - ethnicity;
  - socioeconomic status;
  - the extent to which school expectations may conflict with cultural expectations;
  - family mobility; and
  - other information which may be relevant to how the student functions at school.
- c. Information must be gathered about the student's mode of communication through observation of the extent to which the student uses expressive and written language and other modes of communication as a substitute for expressive language (e.g., gestures, signing, or unstructured sounds).

# 5.7.2. Evaluations

If there are indications that a student may use a language other than English, the MDT must determine whether a bilingual evaluation is necessary, on a case-by-case basis. For the purpose of making such a determination, the MDT must include qualified personnel with knowledge of second language acquisition theory or document consultation with such a professional.

When a bilingual evaluation is required, the MDT must consult with a Speech Language Pathologist or a bilingual School Psychologist, as needed, in determining which evaluation components must be conducted by qualified bilingual personnel, and which components may be conducted by site-based staff. During the evaluation process, the student's proficiency in their native language must be determined, if feasible, and must be documented in the evaluation report.

# 5.8 EVALUATIONS FOR SPECIAL EDUCATION STUDENTS WHO ARE INVOLVED IN THE DISCIPLINE PROCESS

- **5.8.1.** In some circumstances, a student who has not yet been determined to be eligible may be entitled to procedural protections under the IDEA and NAC. If there was a recognized suspicion of disability prior to the behavior infraction and recommendation of an alternative placement, discipline must cease, unless the infraction involved weapons, drugs or serious bodily harm, and an expedited evaluation must occur. The LEA is deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:
- a. the parent of the student had expressed concern in writing, to the charter school supervisory or administrative personnel, that the student is in need of special education and related services;
- b. the parent of the student had requested an evaluation of the student; or
- c. the teacher of the student, or other personnel of, the charter school had expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the charter school director of special education or to other charter school supervisory personnel.
- 5.8.2. Exception The LEA shall not be deemed to have knowledge that a student is a student with a disability if:
- a. the parent of the student has not allowed an evaluation;
- b. if the parent of the student has refused services;
- c. the student has been evaluated and it has been determined that the student is not a student with a disability; or
- d. the parent has revoked consent for special education and related services.
- 5.8.3. If a request is made for an evaluation during the time period in which the student is pending long-term disciplinary action (i.e. after the discipline infraction has occurred), an evaluation shall be conducted by the referring

**school in an expedited manner.** Pending the results of the evaluation, the student shall remain in the educational placement determined by school authorities.

#### 5.9 HOMEBOUND EVALUATION

Evaluations for special education eligibility completed for students who are hospitalized or are receiving homebound services must follow standard procedures for evaluation. Evaluation practices may differ in terms of the setting and modifications required to complete evaluations with these students. The charter school personnel are responsible for completing the evaluation for all students enrolled at the charter school.

#### 5.10 EVALUATION REPORTS

- **5.10.1.** At the conclusion of the evaluation process, a written report that summarizes the procedures employed, the results, and any educational implications must be developed and eligibility members should have input. The MDT evaluation report may include assessment data from general and special education teachers and related services providers including a school psychologist, speech and language pathologist, school nurse, occupational therapist, physical therapist, and other appropriate personnel. All eligibility members who conduct assessments must include their results in the report.
- **5.10.2.** The MDT evaluation report must include a detailed, educationally relevant description of the student's needs. The report must be written in succinct, readily understandable language, using as little educational jargon as possible. Each report should include, as appropriate:
- a. student demographic information;
- b. reasons for referral;
- c. review of prior/previous interventions and student progress, and the student's educational history and classroom performance data;
- d. evaluation methods used;
- e. any variation from standard conditions in the administration of assessments, including variations in the qualifications of the person administering a test or the method of test administration;
- f. results of all relevant assessments and interpretations of results, including the student's strengths and weaknesses;
- g. a description of the student's relevant behavior during the evaluation and classroom observation, and the relationship of that behavior to the student's evaluation results and educational performance;
- h. if a bilingual evaluation was conducted or considered, the language(s) used to test the student and the methods used;
- i. environmental, cultural, or economic factors; and
- j. professional recommendation regarding the student's eligibility for special education and related services.
- **5.10.3.** Distribution of a draft MDT evaluation report to the parent at, or immediately prior to, scheduled eligibility meetings is an acceptable practice that can facilitate team collaboration and informed decision making. However, draft reports do not constitute educational records under FERPA and therefore, the parent is not entitled to earlier release of draft reports.
- **5.10.4.** The person(s) conducting the evaluation must sign the MDT evaluation report, provide the dates the assessments were administered, and the date of the eligibility meeting. The parent must receive a copy of the signed MDT evaluation report and Statement(s) of Eligibility upon their completion at the formal MDT eligibility meeting. The MDT evaluation report must be maintained in the student's confidential folder.

#### 5.11 INDEPENDENT EDUCATIONAL EVALUATIONS

#### 5.11.1. Definition

An independent educational evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the charter school.

# 5.11.2. Right to evaluation

If a parent disagrees with an evaluation obtained by the charter school, the parent has the right to request an IEE. The charter school personnel must respond to the request in a timely manner. The charter school personnel must, without unnecessary delay, either:

- a. ensure that an IEE is provided at the charter school's expense; or
- b. initiate an impartial due process hearing, to demonstrate that the charter school's evaluation is appropriate.

At expense means that the charter school either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. The parent may be asked about, but not required, to provide reasons for objecting to the charter school's evaluation prior to obtaining an IEE, but any request for such reasons may not be used to delay an IEE. For an independent educational evaluation to be conducted at the charter school's expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria the charter school uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an IEE. Beyond these conditions, the charter school is not allowed to impose additional conditions or timelines.

If a hearing officer requests an IEE as part of a hearing, the cost of the evaluation must be at public expense. If a due process hearing results in a final decision that the charter school's evaluation is appropriate, the student's parent still has the right to an IEE, but not at the charter school's expense. The charter school personnel must consider an IEE, whether or not conducted at the charter school's expense, in any decision regarding the provision of a free appropriate public education to the student, so long as the IEE meets the charter school criteria. The results of an IEE may be presented as evidence in a due process hearing.

#### 5.11.3. Procedures

- a. If a parent requests an IEE, either verbally or in writing, the school must submit the request in writing along with the confidential folder to the charter school Site Administrator or designee within two school days of the parent's request.
- b. Within 15 school days of the receipt of the request, the Site Administrator, or other charter school designee, will review the request and notify the parent of the decision in writing.
- c. The decision will come from the charter school Site Administrator or designee.
- d. The school will not send a Parental Prior Notice of District Refusal.

# 5.11.4. Notice of the Right to an Independent Educational Evaluation

The charter school personnel must provide to parents, on request for an IEE, information about where an IEE may be obtained, including the charter school's criteria applicable to IEEs. This information should be made available in a manner that is readily understandable to the general public, including parents whose native language is not English.

# 5.11.5. Screenings

The screening of a student by a teacher or specialist to determine appropriate instruction strategies for curriculum implementation shall not be considered to be an evaluation for determining eligibility for special education and related services.

# CHAPTER 6 ELIGIBILITY

This Chapter describes:

- 6.1 The Eligibility Determination
- 6.2 The Multidisciplinary Team (MDT) and Eligibility Team (ET)
- 6.3 Criteria for determining Eligibility
- 6.4 Report of the Eligibility Determination

#### 6.1 THE ELIGIBILITY DETERMINATION

Once a student has been formally evaluated, the charter school must convene a meeting of the Multidisciplinary Team (MDT) to determine whether the student has a disability and whether the student is eligible for special education and related services. This chapter explains the general requirements for eligibility determination, eligibility criteria, the composition of the MDT, and the requirements for the team's reports. In order to ensure that required time frames are met for conducting an Individualized Education Program (IEP) meeting and that students begin receiving needed services in a timely manner, it is important to promptly schedule the MDT's eligibility determination meeting. In many instances, the eligibility determination and the IEP meeting may be held on the same date, provided that all necessary participants for each meeting are available and appropriate prior notices were sent.

# 6.1.1. General Requirements of Eligibility Determination

- a. Upon completion of a formal evaluation, an MDT of qualified professionals and the student's parent must determine whether the student is a child with a disability within the meaning of IDEA. IDEA defines a child with a disability as a child who has been formally evaluated, has one or more identified disabilities, and because of that disability, needs special education and related services.
- b. A student must have at least one of the following disabilities, as defined in the NAC, to be eligible for special education services in Nevada:
  - Autism spectrum disorder:
  - hearing impairment (including deafness);
  - visual impairment (including blindness);
  - deaf-blindness;
  - orthopedic impairment;
  - health impairment, other than orthopedic impairment;
  - speech and language impairment;
  - traumatic brain injury;
  - intellectual disability;
  - emotional disturbance;
  - specific learning disability;
  - multiple impairments; and/or
  - developmental delays (for a child aged 3 through 5 only).
- c. A student is not considered eligible for special education services if the MDT determines, through an appropriate evaluation, that a student has one of the above disabilities but does not require special education services. Related services are a support service and are only provided to students eligible for special education services.
- d. Speech and Language Impairment is one of the identified eligibilities under NAC. Speech/Language services may be considered as either specially designed instruction or related services.

#### 6.1.2. Lack of Instruction in Reading or Math and Limited English Proficiency

a. A student may not be determined to be a child with a disability if the determinant factor for eligibility is:

- lack of appropriate instruction in reading including the essential components of reading instruction;
- the essential components of reading instruction means explicit and systematic instruction in:
  - phonemic awareness;
  - phonics;
  - vocabulary development;
  - reading fluency, including oral reading skills; and
  - reading comprehension strategies;
- lack of appropriate instruction in math; or
- limited English proficiency; and
- the student does not otherwise meet the eligibility criteria described in this chapter.

#### 6.1.3. Restrictions

a. Drug or Alcohol Addiction

A student's drug or alcohol addiction may not serve as the sole basis for determining that the student has a disability for purposes of IDEA eligibility. However, a student with a drug or alcohol addiction is eligible under IDEA if the MDT determines that the student otherwise meets the criteria for one of the identified disabilities and needs special education and related services.

b. Students Incarcerated as Adults

The charter school is not responsible for initial identification activities for students who are convicted as adults and incarcerated in adult prisons.

# 6.1.4. Age Ranges for Eligibility

A child with a disability who has an educational need is eligible for services under IDEA when the child turns three years of age. A student's eligibility terminates when the student graduates with a regular high school diploma (Option 1) or reaches age 22, whichever is earlier.

NOTE: Even though Federal and State monies are terminated after a Special Education student's 22<sup>nd</sup> birthday, public charter schools may choose to continue services through the end of the school year. Additionally, students who receive an Adjusted Diploma (Option 2) before their 22 birthday, can choose to return and stay in school until they are 22 years of age.

# 6.1.5. Termination of Eligibility

- a. Any termination of eligibility is considered a change in placement. Termination of eligibility occurs when the student or guardian who has retained educational rights:
  - graduates with a regular high school diploma (Option 1);
  - turns 22 years of age, or
  - is formally evaluated and found not eligible by the Multidisciplinary Team, or
  - student or guardian revokes services.
- b. A Free Appropriate Public Education (FAPE) is available to any individual student with a disability who needs special education and related services. A student may still be eligible for special education even though they have demonstrated passing grades and are advancing grade to grade. The determination that a student is eligible under this part must be made on an individual basis by an appropriate MDT.

# 6.2 THE MULTIDISCIPLINARY TEAM

# 6.2.1. General Requirements for MDT/Eligibility Team Membership

Membership requirements differ based on specific eligibility classifications, as defined by NAC. These requirements are identified in the following chart.

#### REQUIRED PARTICIPANTS AT MDT EVALUATION/ELIGIBILITY MEETINGS Eligibility Category School Special Ed. Gen. Ed. Speech School Parent Teacher **Psychologist Pathologist** Nurse Teacher / **Specialist** Autism Spectrum Disorder X X X X X Deaf/Blind\* \*\* R X Developmental Delay X X R X X X **Emotional Disturbance** X X Health Impairment X X X X X Hearing Impairment/ Deaf\* R X Intellectual Disability X X X X Multiple Impairment X X X X Orthopedic Impairment X X X X Specific Learning Disability X X X X \*\* X Speech/Lang. Impairment X X Traumatic Brain Injury X X X X X X \*\* Visual Impairment R X

Above Required Participants Chart Key

X = required member as indicated by the (NAC)

R = Recommended member by the charter school/ SPCSA

# 6.2.2. Other Considerations

- a. A minimum of three (3) participants must be in attendance for any eligibility.
- b. Health assessments are required for all eligibilities; however, a school nurse is not always a required participant in formal eligibility meetings.
- c. Eligibility decisions are finalized as a function of the majority position among required team members, whereas IEP and placement decisions are typically finalized as a function of attaining consensus among required participants. In the absence of a consensus among MDT members for eligibility determination, the team must consider and determine the following factors:
  - were there sufficient discussions among team members over outstanding disagreements; and
  - is there enough information available to render a decision.

<sup>\* =</sup>the charter school /SPCSA recommends an audiologist be present

<sup>\*\* =</sup> Two (2) specialists required in attendance

<sup>\*\*\*=</sup>only if the student has another disability in addition to speech and language impairment

#### 6.3 CRITERIA FOR DETERMINING ELIGIBILITY

In order to determine that a student is eligible for special education and related services, the MDT must determine that the student meets the specific criteria under NAC for one or more disabilities. The following sections describe NAC criteria according to specific classifications.

#### 6.3.1. Autism

- a. Definition and Criteria for Determining Eligibility
  - NAC defines "Autism" to mean a spectrum disorder which:
  - significantly affects the verbal and nonverbal communication and social skills of a person and is often
    characterized by repetitive activities and stereotyped movements, resistance to changes in environment
    or daily routine, and responding to sensory experiences in an unusual manner;
  - is usually apparent before the age of 3 years; and
  - adversely affects the educational performance of a student causing significant delays or irregular
    patterns in learning, or both. The term includes, without limitation, a group of developmental disorders
    such as autistic disorder, Asperger's disorder, atypical autism, pervasive developmental disorder and
    other disorders that share the characteristics described above. The term Autism does not apply if a
    student's educational performance is adversely affected primarily because the student has an emotional
    disturbance as defined in NAC.

# 6.3.2. Hearing Impairment

a. Definition

NAC defines "Hearing Impairment" to mean an impairment of the hearing mechanism which affects sound integration and prevents or delays the normal development of speech and language.

b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction if the MDT concludes that the student meets the following standards, as applicable:

- Hard of Hearing
- the student has the ability, if aided, to hear and understand most spoken words;
- the student's hearing mechanism, though defective, is sufficiently functional with or without the use of a hearing aid to allow a receptive flow of information; and
- the student has an average hearing threshold of 30 decibels or more.
- Deafness
- routine auditory communication is impossible for the student, or nearly so, because of the student's inability to discriminate among and understand the sounds that reach the student;
- the sense of hearing of the student is nonfunctional for the ordinary purposes of life, whether as the result of congenital or post-lingual deafness; and
- the student has an average hearing threshold level, at 500, 1,000 and 2,000 Hz, of 92 decibels or more.

As used in this subsection, nonfunctional for the ordinary purposes of life means that the student does not receive speech sounds clearly enough through hearing, with or without amplification and notwithstanding the fact that he may be aware of loud or random noises, to develop language. A student under the age of 6 years can be eligible for the special services and programs under the classification of Hearing Impairment.

# 6.3.3. Visual Impairment

a. Definition

NAC defines "Visual Impairment" to mean an impairment which, despite correction, adversely affects or will adversely affect the ability of a student to benefit from or participate in an educational program without the assistance of special education.

b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction based on moderate or severe visual impairment if the MDT concludes that the student meets the following standards, as applicable:

- Moderate Visual Impairment
  - the student can use vision as the main channel of learning; and
  - the student's visual acuity is 20/70 or less in the better eye with the best possible correction; or
  - the student suffers from a progressive deterioration of vision, the probable result of which will be the student's visual acuity is 20/70 or less in the better eye with the best possible correction.
- Severe Visual Impairment
  - the student's visual acuity does not exceed 20/200 in the better eye;
  - the student's vision in the better eye is restricted to afield which subtends an arc of not more than 20 degrees; or
  - the student suffers from a progressive deterioration of vision, the probable result of which will be one or both of the conditions described in the points above. A student under the age of 6 years can be eligible for the special services and programs under the classification of Visual Impairment.

#### 6.3.4. Deaf-Blindness

a. Definition

NAC defines "Deaf-Blindness" to mean concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for students who are deaf or students who are blind.

b. Criteria for Determining Eligibility

Nevada regulations do not delineate specific criteria for determining Deaf- Blindness. To be determined eligible for services under the disability of Deaf-Blindness, the student must be eligible to receive services under both Hearing Impairment and Visual Impairment. A student under the age of 6 years can be eligible for the special services and programs under the classification of Deaf-Blindness.

# 6.3.5. Orthopedic Impairment

a. Definition

NAC defines an "Orthopedic Impairment" to mean a severe impairment that adversely affects the student's educational performance and which results from:

- congenital anomaly including without limitation, clubfoot and absence of a member;
- a disease, including without limitation, bone tuberculosis and poliomyelitis; or
- any disease including without limitation, cerebral palsy, an amputation and a fracture or burn that caused a contracture.
- b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction if the MDT determines that the student suffers from a Severe Orthopedic Impairment which adversely affects the student's educational performance. To determine whether an Orthopedic Impairment adversely affects educational performance, an analysis must be conducted of the impairment to determine whether the student can function in a regular classroom.

# 6.3.6. Health Impairment other than Orthopedic Impairment

a. Definition

NAC defines "Health Impairment" to mean an impairment that limits the strength vitality or alertness of the student, including, but not limited to, a heightened alertness to environmental stimuli which results in limited alertness with respect to the educational environment and which:

• is caused by chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, childhood disintegrative disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, Rhett's disorder, sickle-cell anemia,

and Tourette syndrome (this list of specific health conditions is meant to be illustrative, not exhaustive); and

adversely affects the educational performance of the student.

# b. Criteria for Determining Eligibility

A student is eligible for special services and programs of instruction if the MDT concludes that the student has health impairment other than an orthopedic impairment which could reasonably be interpreted as adversely affecting the educational performance of the student. Adversely affecting educational performance may include, without limitation, difficulty concentrating, chronic fatigue and impulsiveness which interfere with the student's ability to be educated.

- c. Some students with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) may be eligible for special education and related services by meeting the criteria for Health Impairment, or may be eligible based on meeting the criteria described in this chapter for another type of disability. Those students would be classified as eligible for services under the Health Impairment definition if:
  - the ADD or ADHD is determined to be a chronic health problem that results in limited alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment);
  - the ADD or ADHD adversely affects educational performance; and
  - special education and related services are needed to address the ADD or ADHD.

# 6.3.7. Speech and Language Impairment

#### a. Definition

NAC defines "Speech and Language Impairment" to mean a disorder relating to language, articulation, fluency, or the use of the voice which:

- is outside the range of acceptable variation in a given environment;
- is inconsistent with the chronological or mental age of the student; or
- affects the emotional, social, or educational adjustment of the student.

#### b. Criteria for Determining Eligibility

Nevada regulations state that a student is eligible for special services and programs of instruction based on a speech and language impairment if the MDT concludes that the student meets the following standards, as applicable:

- that an impairment exists;
- the student has demonstrated the ability to profit from speech and language therapy; and
- the student requires a program of instruction, because of the nature or severity of the student's impairment, which is not feasible in the current educational setting because:
- intensive remedial techniques or strategies, which can only be implemented in a clinical or therapeutic setting, are required to improve communication skills of the student;
- the nature of the impairment requires that the student receive the services of a speech and language pathologist; or
- the impairment is of such severity or multiplicity as to require individual or small group management that is available only in a speech and language program. The MDT may find that a student has a Speech and Language Impairment based on a deficit or disorder with respect to:
  - phonology or articulation, as indicated by the presence of three or more of the following conditions:
  - the student has the physiological potential to make the neuromuscular adjustments necessary for oral expression;
  - the student's lack of intelligibility interferes with communicative ability;
  - the student cannot adequately discriminate, initiate, or sequence sound patterns;
  - the student's ability to articulate is significantly less than that which is expected in view of the student's cognitive abilities and level of development; or
  - the deficit or disorder has an adverse social, emotional, or academic effect on the student.

- use and comprehension of language, as indicated by the presence of two or more of the following conditions:
- the student's ability to comprehend language is significantly less than that which is expected in view of the cognitive abilities and level of development of the student;
- the student's pragmatic use of language is inappropriate; or
- the deficit or disorder has an adverse social, emotional, or academic effect on the student.
- fluency of speech, as indicated by the presence of two or more of the following conditions:
  - the student's speech is observed to be diffluent;
  - the severity of the deficit or disorder is such that it interferes with the student's communication; or
  - the deficit or disorder has an adverse social, emotional, or academic effect on the student.
- quality, pitch, or intensity of voice, as indicated by the presence of two or more of the following conditions:
  - voice therapy is recommended by a physician or another person certified as a specialist in the identification and treatment of oral, nasal, or laryngeal anomalies;
  - the severity of the deficit or disorder is such that it interferes with the student's communication; or
  - the deficit or disorder has an adverse social, emotional, or academic effect on the student.
- A student with limited English proficiency is eligible for the special services and programs of instruction on the same basis as other students, if the impairment:
  - manifests itself in the student's native language and in English; and
  - is not attributable to the phonological system of the student's native language, or to dialectical differences of articulation and language form between that language and English.
- A student under the age of 6 years can be eligible for special services and programs under the classification of Speech and Language Impairment.

# 6.3.8. Traumatic Brain Injury

#### a. Definition

NAC defines "Traumatic Brain Injury" to mean an injury to the brain caused by an external force that results in the total or partial functional disability or psychosocial impairment of a person, or both. Except as otherwise provided in this section, the term applies to any injury to the brain which adversely affects educational performance including, without limitation, injuries affecting a student's:

- cognitive abilities;
- speech;
- language;
- information processing;
- memory;
- attention;
- reasoning;
- abstract thinking;
- judgment;
- problem solving abilities;
- sensory, perceptual and motor skill abilities;
- psychosocial behavior; and
- physical functions.

The term does not include injuries to the brain that are congenital or degenerative or which are induced by trauma during birth.

# b. Criteria for Determining Eligibility

A student is eligible for special services and programs of instruction if the MDT concludes that the student has a traumatic brain injury that adversely affects the student's educational performance. In making the determination, the eligibility team shall consider, the following, but not limited to::

- medical documentation of the injury;
- the student's educational performance relative to a normative population;
- the student's strengths and weaknesses; and if possible, the student's educational performance before and after the student acquired the injury.

# 6.3.9. Intellectual Disability

#### a. Definition

NAC defines the term "Intellectual Disability" as a condition that:

- is characterized by intellectual functioning at a level that is significantly below average, and which exists concurrently with related limitations in two or more of the following adaptive skill areas:
  - communication skills;
  - self-care;
  - home living;
  - social skills;
  - use of the community;
  - self-direction;
  - health and safety;
  - functional academics;
  - leisure; and
  - work;
- manifests before the age of 18 years; and
- adversely affects the educational performance of a student.

# b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction based on mild, moderate, severe, or profound Intellectual Disability if the MDT concludes that the student meets the following standards, as applicable:

- Mild Intellectual Disability
  - the measured cognitive abilities, as determined by an acceptable individual standardized test, are at least 2 standard deviations below the mean score for that test;
  - the adaptive skills, in comparison with those members of the student's chronological peer group, indicates that the student is experiencing difficulty; and
  - the academic achievement is generally consistent with the cognitive abilities and adaptive skills of the student.
- Moderate Intellectual Disability
  - the measured cognitive abilities, as determined by an acceptable individual standardized test, are at least 3 standard deviations below the mean score for that test;
  - the adaptive skills, in comparison with those members of the student's chronological peer group, indicates that the student has markedly lower capabilities; and
  - the academic achievement and speech and language development is generally consistent with the cognitive abilities and adaptive skills of the student.
- Severe Intellectual Disability
  - the measured cognitive abilities, as determined by an acceptable individual standardized test, are at least 4 standard deviations below the mean score for that test;
  - the adaptive skills, in comparison with those members of the student's chronological peer group, indicates that the student has extensively lower capabilities; and
  - the developmental functioning of the student is generally consistent with the cognitive abilities and adaptive skills of the student.
- Profound Intellectual Disability
  - the measured cognitive abilities, as determined by an acceptable individual standardized test, are at least 5 standard deviations below the mean score for that test;

- the adaptive skills, in comparison with those members of the student's chronological peer group, indicates that the student has extremely limited capabilities; and
- the developmental functioning of the student is generally consistent with the cognitive abilities and adaptive skills of the student.

#### 6.3.10. Emotional Disturbance

# a. Definition

NAC defines "Serious Emotional Disturbance" to mean a severe emotional disorder that:

- is exhibited by a person for at least 3 months;
- adversely affects academic performance; and
- includes one or more of the following:
- an inability to learn which is not caused by an intellectual, sensory or health factor;
- an inability to engage in or to maintain interpersonal relationships with peers and teachers;
- inappropriate behavior or feelings;
- a general and pervasive mood of unhappiness or depression; a physical symptom associated with a personal or academic problem; or
- the expression of fears regarding personal or academic problems.

# b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction based on an emotional disturbance if the MDT concludes that:

- the student exhibits one or more of the characteristics described in section below;
- these characteristics have been evident for at least 3 months;
- the characteristics adversely affect the student's ability to perform developmental tasks appropriate to the student's age:
  - within the educational environment, despite the provision of intervention strategies; or
  - in the case of a student under school age, in the home, child care, or preschool setting; and
  - special education support is required to alleviate these adverse effects.

The characteristics listed in Nevada regulation for Emotional Disturbance involve consistent manifestation of any of the following:

- an inability to build or maintain satisfactory interpersonal relationships within the school environment, including:
  - withdrawal or isolation from others; or
  - efforts by the student to obtain negative attention from others through punishment;
  - inappropriate behavior or feelings under normal circumstances, including atypical behavior such as outbursts of anger, crying, or head banging, without apparent cause or reason;
  - a pervasive mood of unhappiness or depression; or
  - fears or a tendency to develop physical symptoms associated with personal or school problems.

Nevada regulations specify that a student is not eligible for special education and programs of instruction solely because of sensory, intellectual, or health factors or the student is socially maladjusted or has a conduct problem. A student who is socially maladjusted or has a conduct problem may not be determined to be eligible for special education services and programs of instruction unless the MDT concludes that the student otherwise meets the eligibility criteria.

# 6.3.11. Specific Learning Disability

# a. Definition

NAC defines "Specific Learning Disability" to mean a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language which is not primarily the result of a visual, hearing or motor impairment, intellectual disability, serious emotional disturbance, or an environmental, cultural or economic disadvantage. The disorder may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform mathematical calculations. The disorder includes, without limitation, such

conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction based on specific learning disabilities if the MDT concludes that:

- The student does not achieve adequately for the student's age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards:
  - oral expression;
  - listening comprehension;
  - written expression;
  - basic reading skills;
  - reading fluency skills;
  - reading comprehension;
  - mathematics calculation; or
  - mathematics problem solving;
- The student does not make sufficient progress to meet age or State- approved grade-level standards in one or more of the areas identified in this subsection when using a process based on the student's response to scientific, research-based intervention; or the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability; and
- The findings in this subsection are not primarily the result of:
  - a visual, hearing, or motor disability;
  - intellectual disability;
  - emotional disturbance; cultural factors;
  - environmental or economic disadvantage; or
  - limited English proficiency.
- Interventions implemented in general education classrooms have not remedied any identified underachievement.
- Any identified underachievement or severe discrepancy between achievement and intellectual ability is not correctable without special education services.
- If the charter school determines that student has not made sufficient progress to meet age or Stateapproved grade level standards in one or more of the areas identified in this subsection when using a process based on the student's response to scientific, research-based intervention the charter school, being a public agency, must document:
  - the instructional strategies used and the student centered data collected; and
  - that the student's parents were notified about the charter school's Special Education
    Department's policies regarding the amount and nature of student performance data that
    would be collected and the general education services that would be provided;
  - strategies for increasing the student's rate of learning; and
  - the parents' right to request an evaluation to determine whether the student is eligible for special education and related services.
- The MDT must document the determination of eligibility which must contain:
  - a statement as to whether the student has a specific learning disability;
  - the basis for making that determination, including an assurance that the determination has been made in accordance with NAC;
  - a description of the relevant behavior noted during the observation of the student;
  - a statement of the relationship of that behavior to the academic functioning of the student;
  - any educationally relevant medical findings;

- a statement as to whether the student does not achieve adequately for the student's age or to meet State approved grade-level standards and:
  - the student has not made sufficient progress to meet age or State approved standards when using a process based on the student's response to scientific, research based intervention; or
  - the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development.
  - a statement that any identified underachievement or severe discrepancy between achievement and intellectual development is not correctable without special education services;
  - the conclusion of the team concerning the effect upon the student of any visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
- if the student has participated in a process that assesses the student's response to scientific, research-based intervention:
  - the instructional strategies used and the student centered data collected; and
  - documentation that the student's parents were notified about:
  - the charter school's Department's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;
  - strategies for increasing the student's rate of learning; and
  - the parents' right to request an evaluation to determine whether the student is eligible for special education and related services.
- a certification by each member of the team that the report reflects the member's conclusions or, if the
  report does not reflect the conclusions of a member, a minority report of the conclusions of that
  member.

Students with ADD or ADHD who are eligible for special education and related services may meet the criteria for "Health Impairment," "Specific Learning Disability" or "Emotional Disturbance", depending upon the student's profile.

#### 6.3.12. Multiple Impairment

a. Definition and Criteria for Determining Eligibility

NAC defines "Multiple Impairments" to mean that a student meets the requirements for eligibility for students with Intellectual Disability and the requirements for eligibility for any additional disabling condition, other than a Specific Learning Disability, Developmental Delay or a Speech and Language Impairment.

# 6.3.13. Developmental Delay

a. Definition

NAC defines "developmental functioning" to mean cognitive abilities, gross and fine motor skills, self-help, social and emotional condition, and the skill in the use of receptive and expressive language.

b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction based on Developmental Delay (DD) if the Multidisciplinary Team concludes that the student demonstrates a delay of at least two standard deviations in one, or at least one standard deviation in two or more, of the following areas:

- receptive or expressive language;
- cognitive abilities;
- gross or fine motor function;
- self-help;
- social or emotional condition.
- c. Termination of Eligibility

A student may no longer be identified with a developmental delay if:

- the student maintains appropriate developmental functioning in all developmental areas for 6 months
  or more, and the MDT, based on evaluation data, concludes that special education services are no
  longer necessary; or
- the student reaches age 6. For students who have DD classification and are approaching the age of 6, the charter school should reevaluate to determine whether the student has another disability that would require continuing special education services.

#### 6.4 REPORT OF THE ELIGIBILITY DETERMINATION

# **6.4.1.** Preparation of the Reports

The MDT must document its determination of a student's eligibility or ineligibility for special education services in a written evaluation report and statement of eligibility. All team members must indicate that the evaluation report is an accurate summary of their analysis and conclusions by signing the final report. All evaluation reports must be filed in the student's confidential folder (All students who have been formally evaluated should have a confidential folder developed and maintained at the charter school campus, whether or not the student was found eligible). The MDT must complete a statement of eligibility for each disability formally considered by the team. The parent must be provided a copy of finalized statements of eligibility and evaluation reports on which the determination of the student's eligibility or ineligibility is based. When the eligibility determination is based on the conclusions of the majority of the team, and some members disagree, the team may consider whether to prepare a written report of the minority's conclusion (required for minority conclusions when determining specific learning disability eligibility). A minority report must be attached to the pertinent statement of eligibility in the confidential folder. NOTE: Refer to 5.2 and 5.3.

#### 6.4.2. Content of the MDT Evaluation Report

The evaluation report should discuss the MDT's findings and conclusions regarding whether the student has a specific disability and whether, because of that disability, the student needs special education and related services. The report should discuss the basis for these conclusions, with reference to the definitions, criteria, and required evaluation components for each particular area of disability considered, including those rejected by the team. The report should describe the student's areas of deficit and strengths and the resulting effects on student's learning, functional performance, and academic achievement. An evaluation report must include the reason for referral, required assessments by disability classification, and determination of special education need. The report should specifically recommend any additional evaluations when needed. If no such recommendation is made, the presumption will be that the MDT has concluded that no additional evaluation is required. The report should be written in clear and concise language understandable to the parent and others who may refer to it.

# CHAPTER 7 INDIVIDUALIZED EDUCATION PROGRAMS

#### INTRODUCTION

Once a determination has been made that a student has a disability and needs special education and related services, an Individualized Education Program (IEP) must be developed for the student in accordance with the procedures and standards described in this Chapter. An IEP is a written program designed to provide special education and related services in accordance with the student's disability related needs.

# This Chapter describes:

- 7.1 Prior Written Notice
- 7.2 Parental Participation
- 7.3 IEP Meeting Participants
- 7.4 Consent for Initial Provision of Special Education and Related Services
- 7.5 Types of IEPs
- 7.6 IEP Components
- 7.7 Students with disabilities in adult prisons
- 7.8 Conducting an IEP meeting

# 7.1 PRIOR WRITTEN NOTICES

# 7.1.1. Parental Prior Notice of District/the charter school Proposal

- a. It is the responsibility of the special education supervisor to reach an agreement with the parent for a mutually agreed upon time for a meeting and provide Prior Written Notice (PWN) to the parent/legal guardian and student if 14 years of age or older.
- b. Beginning when a student reaches age 14, the notice must indicate that proposed action of the meeting is to also plan transition services and a copy of the notice <u>must</u> be provided to the student. Additionally, the confidential folder must have copies of the PWN to parents and student.

# 7.1.2. Proposed Meeting Arrangements

- a. At a reasonable time before a proposed IEP meeting, the Site Administrator or designee must also provide proposed meeting arrangements to the student's parent.
- b. The meeting arrangements should include time, date, location, participants and their positions of the IEP meeting (i.e. Amy Smith, Occupational Therapist)
- c. Beginning at age 14, the student must be invited to attend the meeting and be provided a copy of the meeting arrangements.
- d. The Proposed Meeting Arrangements and the Parental Prior Notice of School Proposals must use understandable language and be provided in the native language or other mode of communication of the parent/guardian and/or student.
- e. A copy of the Proposed Meeting Arrangements and the Parental Prior Notice of School Proposals must be filed in the student's confidential folder and documented in the status record that a copy was given to the parent and the student (14 years or older). See Chapter 3.0 on Prior Notices for additional information and procedures.

# 7.2 PARENTAL PARTICIPATION

7.2.1. The Site Administrator or designee must take steps to ensure that one or both of the student's parents/legal guardians are present at each IEP meeting or are afforded the opportunity to participate in the development of the student's IEP.

- **7.2.2.** IEP meetings should be scheduled at a mutually agreed upon time and place, and the parent should be notified well enough in advance, 5 to 10 days, of the meeting to ensure that they will have an opportunity to attend. If neither parent can physically attend an IEP meeting, the Site Administrator or designee must use other methods to ensure parent participation (this could include a telephone conference call, videoconference, or other means with the required team members present).
- 7.2.3. The charter school may proceed with an IEP meeting without a parent in attendance, if and only if, the charter school has detailed records of all required attempts to ensure parent participation as described in 7.2.4. below, unless the parent has expressed a desire to attend, then the school must continue to document attempts to include the parents in the development of their child's IEP.
- 7.2.4. All efforts to arrange a mutually agreed upon time and place for the meeting must be documented in the student's confidential folder, including:
- a. detailed records of telephone calls made or attempted and the results of those calls,
   (It is the best practice that at least one telephone call is made, and follow-up calls are made if staff is unable to speak with the parent directly over the phone. If parents don't have a phone, document other methods utilized to contact parent);
- b. copies of correspondence sent to the parent and any responses received; and
- c. detailed records of any visits made to the parent's home or place of employment and the results of those visits.
- 7.2.5. The charter school should take whatever action is necessary to ensure that the parent understands the proceedings of the IEP meeting, including arranging for an interpreter for a parent who is hearing impaired or whose native language is other than English. Parent must have a waiver signed when interpreter is required but not utilized.

#### 7.3 IEP MEETING PARTICIPATION

# 7.3.1. Required participants

The Site Administrator or designee is responsible for ensuring that the IEP Team includes the following required participants:

- a. one or both of the student's parents/legal guardians;
- b. the charter school representative who acts as the Local Education Agency (LEA) representative and is:
  - qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
  - knowledgeable about the general curriculum;
  - knowledgeable about the availability of the charter school resources; and
  - a Site Administrator or designee who has attained an administrator's and/or Special Education endorsement/license and has the authority to commit the charter school resources and ensure that IEP services will be provided.
- c. at least one General Education Teacher who teaches the student;
  - If the student has more than one teacher, the Site Administrator or designee may designate which teacher(s) will participate.
  - If the student does not currently access general education classes, a general education teacher knowledgeable of the grade level curriculum must attend.
- d. at least one Special Education teacher or provider who is or will be responsible for implementing the IEP; and
  - For example, a student who receives only speech/language services, the speech/language pathologist would serve as the special education teacher.
- e. an individual who can interpret the instructional implications of evaluation results, (who may also be a member of the team as described above other than the parent).

#### 7.3.2. Additional participants who must be invited

a. In the case of an IEP that includes transition services or considers the student's transition service needs:

- the student must be invited;
- <u>upon parental/legal guardian consent</u>, a representative of a participating agency that is likely to provide or pay for transition services must be invited if the IEP is to include transition services or to consider the student's transition service needs. A parent can refuse to provide consent for the charter school to invite other agencies that are likely to be responsible for providing or paying for transition services.
- b. In the case of an IEP for a student that has reached the age of majority (age 18), the parent may be invited by the student. If educational rights have been retained by the parent, follow procedures outlined in 7.1.1 7.2.5
- c. In the case of an IEP that includes a related service, the provider must be invited (attendance is not required) if the student's evaluation has identified a need for a particular related service or if a related service is to be discussed as part of the IEP meeting.
- d. In the case of an initial IEP meeting for a preschool child who previously received early intervention services, the charter school must notify the parent that, upon the parent's request, the charter school will invite the service coordinator or representative of the child's early intervention system to participate in the meeting.
- e. In the case of an IEP for a student whose parent/legal guardian is deaf or whose native language is other than English, the charter school must take whatever action is necessary to ensure the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter.

# 7.3.3. Other participants that may be invited

- a. The charter school has the right to invite additional participants who have knowledge or special expertise concerning the student to the IEP meeting. The parent must be provided this information in writing on the Proposed Meeting Arrangements form (i.e. Prior Written Notice form). The school must obtain written permission from the parent prior to the proposed meeting.
- b. If behavioral concerns are going to be discussed, a person who is knowledgeable about positive behavioral supports may be invited. This person may be a special education teacher, school counselor, school psychologist, behavior mentor teacher or special education instructional facilitator.
- c. The parent has the right to bring additional participants to an IEP meeting who have knowledge or special expertise regarding the student. The parent determines the knowledge or special expertise of the additional participants. This may include friends, family members, neighbors, attorneys and advocates. The parent may indicate who they are bringing when responding to the proposed meeting arrangements, however, it is not required.

# 7.4 CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

# 7.4.1. Consent for the Initial Provision of Services is only obtained <u>after</u> the initial eligibility has been determined in the State of Nevada

- a. Consent for Initial Provision of Services must be obtained before the Initial IEP meeting
- b. Before consent is obtained, the parent must be provided with an explanation of the continuum of services.
- c. The parents must be fully informed of the special education and related services
- d. The charter school may not initiate a due process hearing to provide special education and related services to a student when a parent refuses to consent to initial services. A student whose parent has refused consent for initial services would not be provided special education and related services and would continue to receive general education services.

# 7.4.2. Revocation of Consent for Special Education and Related Services

- a. The charter school must respond to any parent request for termination of services. A student may only be removed from special education for the following reasons:
  - found not eligible through a reevaluation;
  - graduation with an Option One/Standard diploma;
  - aging out at 22 years old;
  - written revocation of consent by parent and the charter school's issuance of prior notice of revocation of services; or

- the decision of a hearing officer.
- b. If at any time following the initial provision of special education and related services, the parent revokes consent for the continued provision of special education and related services;
  - the parent must submit a written request for revocation of consent to the charter school Administration
  - upon receipt of the request from the parents, the charter school Administration will:
    - send the parent a prior written notice to change the student's placement, including date of
      effectivity of termination of specially designed instruction services (the school will continue
      implementing the student's IEP until the date services will be discontinued);
    - 2. notify the school of the date when services will be discontinued;
    - 3. within ten calendar days from the date of revocation request, the prior written notice is sent to the parent; and
    - 4. the charter school will document on the status record of the confidential folder the date that services will be discontinued.
  - after services have been terminated through revocation, the school is not required to convene an IEP
     Team meeting or develop an IEP for further provision of special education and related services;
  - the charter school can initiate a due process hearing or mediation procedures to continue special education and related services for a student when their parent have revoked consent;
  - if at a later date the parent requests that special education services be reinstated, the request will be treated as an initial referral;
  - if the parent requests that the special education records be expunged, Family Educational Rights and Privacy Act (FERPA) procedures for amending records are followed;
  - if the student engages in behavior that may result in a disciplinary change of placement:
    - the student is not entitled to the protections under IDEA;
    - the charter school is deemed not to have knowledge of a suspicion of a disability; and
    - the student will be disciplined as a general education student.
  - the parent consent is for the initial provision of special education and related services generally not for a particular service.
  - a parent cannot revoke one service (e.g. revoke resource services but want the speech/language services).
  - if a parent disagrees with the provision of any particular service, they can pursue their due process rights by requesting a hearing.

#### 7.5 TYPES OF IEPS

Requirements for Prior Written Notice, Parental Participation, and IEP Meeting Participants must be met for all types of IEP meetings.

# 7.5.1. Initial IEP

- a. Purpose
  - An Initial IEP is the first IEP developed following the Initial Eligibility in the state of Nevada and Consent for Initial Provision of Services.
  - In the case of a student that was previously determined eligible and then exited from special education services in Nevada, any new eligibility determination in Nevada would be followed by an Initial IEP.
  - In the case of a student that was previously determined eligible in Nevada and moved to another state or was not in school and then re-enrolled in another Nevada charter school or Nevada county school district with an expired IEP and expired eligibility, see Transfer Flow Chart Chapter 5.0.

# b. Time lines

- An Initial IEP meeting must be convened within 30 calendar days after the date of the eligibility determination. It may be held immediately following the eligibility determination, but no later than 30 calendar days.
- An Initial IEP must be in effect before special education and related services are provided to the student.

• An Initial IEP must be in effect by the third birthday if a student is receiving services through an Individualized Family Service Plan (IFSP) and continues to be eligible for services. The Initial IEP team must consider the student's IFSP. Note: An IFSP is a plan for special services for young children, birth to three years of age, with developmental delays.

# c. IEP Development

- After Consent for Initial Provision of Special Education and Related Services is signed, an Initial IEP is
  developed based on current information which may include: educational records, formal and informal
  assessments, teacher reports and observation data, medical records, interviews with student, parent,
  and school personnel and any outside information provided by the parent.
- A student whose parent has refused consent for initial services is not provided special education and related services and therefore an IEP does not need to be developed. See Procedural Safeguards Chapter 2.0 for additional information and procedures.

# 7.5.2. Annual IEP

- a. Purpose
  - An Annual IEP is the yearly review and revision of the current IEP.

#### b. Time lines

- After the Initial IEP is developed, the charter school must ensure that the IEP team reviews/revises the student's IEP periodically, but no less than annually, to determine whether the annual goals are being achieved.
- While the student remains eligible under IDEA, the Annual IEP must be held on or before the one year anniversary of the date of the previous Annual IEP.
- The charter school must ensure that each student with a disability within the school has a current IEP in effect at the beginning of each school year.
- An IEP must be implemented as soon as possible following its development. There can be no unnecessary delay in providing special education and related services to the student.

#### c. IEP Development

- Prior to the development of the annual IEP, each goal in the current IEP must be reviewed for progress.
- An Annual IEP must be developed based on current information which may include: educational records, formal and informal assessments, teacher and related service provider reports and observation data, medical records, interviews with student, parent, and school personnel and any outside information provided by the parent.
- In the event that the parent cannot, or does not participate in the annual review, the IEP team <u>must</u> proceed with the development of the Annual IEP, provided that the parental prior notice requirements have been met.

#### 7.5.3. IEP Review/Revision

#### a. Purpose

• The IEP Review/Revision is to ensure services continue to be appropriate based on new information and/or the charter school or parental concerns.

#### b. Time lines

- Any time before the annual review, the parent/legal guardian or the charter school may request to reconvene the IEP team to review and possibly revise the IEP.
- If a parent requests a meeting and the team agrees with the need for a revision, a prior written notice of proposal and meeting arrangement must be provided to the parent.
- If the team disagrees with the need for a revision meeting, a prior written notice of refusal must be provided to the parent. See Prior Notice Chapter 3.0 for additional information and procedures.

# c. IEP Development

An IEP review and/or revision may be required, as appropriate, to address the following:

- the results of any evaluation;
- disciplinary actions that result in a disciplinary change of placement;

- lack of expected progress towards the annual goals;
- lack of expected progress in the general education curriculum;
- any proposed placement change;
- information about the student provided to or by the parent; or
- the student's anticipated needs (supplementary aids/services).
- During the IEP revision, the entire annual IEP does not need to be reviewed. Items discussed are related to the purpose of the meeting as identified in the prior notice and other areas agreed upon by the team.

# d. Revision without a Meeting

IDEA allows the parent and the LEA to agree to make changes to an annual IEP without a meeting. The charter school will not implement this provision withoout supervisor's approval and written permission from the parents/legal guardians. Note: This is used in rare circumstances.

#### 7.5.4. Interim IEP

#### a. Purpose

- The purpose of an Interim IEP is to provide appropriate special education services until the charter school either conducts an evaluation and/or develops a new IEP.
- The charter school's Interim placement procedure is reserved for a transfer student, both in-state and out-of-state, with a current special education eligibility or an expired IEP from other school districts.

# b. Timelines

- The transfer student should be enrolled as expeditiously as possible in the charter school.
- An Interim IEP meeting must be scheduled and an interim IEP developed in order to determine the student's appropriate placement for the interim period.
- The Interim IEP expires in 30 calendar days from the date it was developed. See Evaluation Chapter 5.0 on Transfer Students for additional information and procedures.

# c. IEP Development

- An Interim IEP should be developed based on available information which may include: educational records, medical records, and interviews with student, parent, and prior school staff.
- Educational records may be exchanged between school districts without parent consent under FERPA.
  However, an Authorization for Release of Confidential Information must be signed by a parent to obtain
  records from outside agencies. If the charter school sends confidential records to another school
  without parent permission, the charter school must notify parent which confidential records were
  forwarded and where you sent them. (Best practice would be to send notice as registered receipt to
  parents and retain in records.)
- The Interim IEP must include all the required components of an IEP as described in section 7.6.
- In developing the Interim IEP, the team may need to rely on a limited amount of information which may
  not be current. This information will serve as a basis to develop the Interim IEP until the charter school
  develops a new IEP.
- Within 30 calendar days of the development of the interim IEP, the MDT/IEP team must reconvene to address eligibility and develop a comprehensive IEP.

# 7.5.5. Temporary Placement

- a. A temporary placement is for a student with a current out of district eligibility and current IEP. The current out of district IEP is implemented to provide comparable special education services until the charter school develops a new IEP. Comparable services means services that are "similar," or "equivalent" to those described in the student's IEP from the previous school.
- b. If the charter schools determines that comparable special education services cannot be offered then the charter school must develop an Interim IEP to provide appropriate special education services until the charter school conducts an evaluation. (see 7.5.4)
- c. The current out of state IEP can be implemented for no longer than 45 school days from the date of enrollment.
- d. The transfer student should be enrolled as expeditiously as possible in the charter school. Educational records may be requested and obtained from out of district school without parental consent, however, under FERPA

parents must be notified. An authorization for Release of Confidential information must be signed by a parent to obtain records from outside agencies.

- e. The Site Administrator or designee is responsible for review of the student's educational records and consults with the parent in order to provide services. The charter school in consultation with the parent must provide the student with a Free Appropriate Public Education by implementing the current out of district or out of state IEP as written or implementing a 30 day interim IEP. If the team implements the out of district IEP with comparable services, the school team MUST convene to address eligibility within 45 school days of placement.
- f. If the parent disagrees with the charter school's comparability of services the STAY PUT would not apply because Nevada eligibility has not been determined. The student will be placed in general education. The 45 school day timeline still applies.
- g. If the parent disagrees with providing the student with Special Education services the parent should be provide an explanation and copy of parental rights, specifically revocation procedures.

#### 7.5.6. Homebound IEP

# a. Purpose

Homebound is a temporary service for all students who are unable to attend school full time with health issues due to injury or illness. If a student is eligible to receive special education and related services, Homebound becomes an educational placement. Therefore, an IEP revision is written to address a change of placement.

#### b. Time lines

- A licensed physician completes the referral and provides a treatment plan. The information on the
  referral must be verified before homebound services can begin. The fact that the student will be or
  anticipated to be absent for an extended period must be substantiated by a qualified physician who is
  acting within their authorized scope of practice. For additional information, see Placement Chapter 8.0.
- After the receipt of a completed Homebound referral, the charter school staff initiates a Revision IEP meeting.

# c. IEP Development/Meeting

- The charter school is responsible for conducting all events (i.e., homebound revision IEP, annual IEP, three year reevaluation and the anticipated date of return to school).
- The charter school is responsible for inviting all pertinent/required members of the IEP team and distributing all necessary notifications.
- The Homebound teacher(s) must be included in the IEP meeting.
- During the IEP meeting, the Homebound representative cannot substitute for any IEP required participant (LEA, SET or GET). The Homebound representative will sign the IEP cover page in the area marked "other."
- The school nurse or school psychologist provides current health/psychological information for the IEP.
- At a minimum, the homebound revision IEP must include: IEP Page One, present levels of performance addressing the student's current medical condition, specially designed instruction, and placement page.
   Other pages may be included, if appropriate.
- Instruction is intended to reflect the student's educational program as outlined in the student's IEP. The amount of instruction is dependent on several factors: the student's IEP, the age of the student, the grade of the student, the nature of the defined health issues, the identified schedule of the secondary student, NAC, and other disability related needs. The actual determination of the amount of weekly instructional hours is determined by the IEP team after due consideration of the above factors.
- The Homebound teacher must be provided a copy of the student's Annual IEP and the Revision IEP indicating the need for Homebound instruction. The assigned Homebound teacher must follow the IEP as written.
- If related services are part of the IEP, the Homebound teacher must confirm with the parent that related services are being provided in the home. The Homebound teacher must contact the charter school Site Administrator or designee if related services have not been initiated.

- The Homebound teacher is responsible for submitting progress reports and grades the student has earned to the charter school Site Administrator. Recording and disseminating the report card to the family is the responsibility of the charter school.
- The charter school must maintain student attendance. Students who return to school after being in a Homebound Placement prior to the end of the semester may require a reduced schedule until the new semester begins. This must be determined by the team and addressed on the accommodations page of the IEP.
- During any period of Homebound services, the Homebound teacher is responsible for providing all
  applicable books, materials, and assignments from the student's classroom teacher and/or service
  providers; reviewing completed assignments with the student; and returning materials to the student's
  teacher for grading and/or credit. During any provision of Homebound services, an adult (other than the
  Homebound teacher) aged 21 or older must be present.
- If the student will continue to be on Homebound placement at the beginning of a new school year and the doctor's orders have expired, a new application must be completed to update the student's condition and the IEP team must determine if the need for Homebound placement continues.
- Homebound is a placement decision, therefore the IEP team must convene an IEP for placement to
  Homebound and placement back to the school campus. The IEP may include two placement pages. The
  first page indicating the Homebound placement and the second page indicating the placement after a
  physician has released the student and the student no longer requires Homebound.
- Homebound teacher must hold proper certification/license to provide services outlined in IEP.
   (See 8.5.2 for additional information)
- e. Private Mental Health Treatment Facilities
  - If a parent enrolls a child in a private mental health treatment facility, the IEP will NOT be changed to reflect Homebound placement as the charter school is not providing services.
  - If this student becomes eligible for Homebound services outside the mental health treatment facility, regular Homebound procedures will be followed beginning with the application.

#### 7.5.7. Graduation IEP

- a. Purpose
  - A Graduation IEP is only developed for a student who is graduating with an adjusted (Option II) diploma.
- b. Time lines
  - A graduation IEP is developed when:
  - A student meets the high school graduation credit requirements (22 1/2 credits) and has not passed the Nevada High School Proficiency/End of Course Examinations; or
  - The IEP team elects to adjust the required areas of study and prescribe an appropriate curriculum.
- c. IEP Development
  - The present levels of the graduation IEP should indicate the student may return at any time before their 22nd birthday to receive special education services. A graduation IEP for an Option II diploma is not an exit IEP. Graduation of a student via an Adjusted High School Diploma (Option II) does not automatically end the student's eligibility for special education and related services.
  - The current Annual IEP is in effect if the student returns for educational services before the IEP has expired. If the IEP has expired, there are two choices:
  - a new Annual IEP can be written upon enrollment; or
  - an interim IEP can be written for the student who has been out of school for an extended period of time.
  - Additionally, if the student returns more than three years after their last MDT evaluation, eligibility must be determined before continuing special education services.

#### 7.5.8. Exit IEP

a. Purpose/Time lines

An Exit IEP must be developed:

- within 30 calendar days, following a reevaluation meeting which determines the student is no longer eligible for special education;
- when a student reaches the age of 22 (aging out); or
- when a student meets regular (Option 1) diploma requirements.

#### b. IEP Development

- In the case of an Exit IEP following a reevaluation:
  - present levels must include the results of the reevaluation indicating the student is no longer eligible for special education services; and
  - placement must be changed to indicate the student is no longer receiving special education services.
- In the case of an Exit IEP for a student aging out or graduating with an Option I Diploma/Regular Diploma, provide:
  - 1. present levels which indicate why the student is no longer eligible for special education services;
  - 2. a Summary of Performance must be completed by the IEP team (see appendix for Summary of Performance template); and
  - 3. include academic and functional performance (which include recommendations on how to assist the student in meeting their postsecondary goals; and
  - 4. include a team of persons with knowledge or special expertise regarding the student should give input to the creation of the document.
- Placement is changed to indicate the student is no longer receiving special education services.

#### 7.6 IEP COMPONENTS

An IEP is designed to provide special education and related services for a student with an identified eligibility. The following forms must be completed by the IEP team in accordance with the student's needs.

# 7.6.1. IEP Information/Page One

The IEP information page:

- a. identifies demographic information;
- b. documents Student's primary language, English language learner code, and primary language spoken at home;
- c. documents the need for an interpreter or other accommodations (if parent is not in attendance, interpreter does not sign as a participant);
- d. identifies eligibility;
- e. identifies meeting information;
- f. identifies IEP team participants (participants should print and sign that they attended the meeting);
- g. documents receipt and explanation of Procedural Safeguards:
  - A copy of the Procedural Safeguards must be reviewed and given to the parents during initial, annual, re-evaluation, and manifestation determination meetings or when requested by the parent.
  - If a revision IEP is held during that school year, document the annual date that the Procedural Safeguards were given.
  - Documents that at least one year prior to reaching age 18 the student was informed of their rights under IDEA and advised that these rights will transfer to them at age 18;
  - If the student is 16 at the time an IEP is being developed, and there is no expectation that another IEP will be held prior to the student turning 17, the rights transfer must be discussed when the student is 16, and otherwise it will not be discussed at least one year prior to reaching age 18.
  - Parents whose child participates in the state's alternate assessment may submit an application (Notice
    of Application to Represent the Educational Interests of a Special Education Student at the Age of
    Majority) to continue to represent their child's special education interests.
    - This application applies to IDEA educational rights only and is not meant to replace court competency rulings.

• Use the comments section to note any additional important information, (e.g., that a meeting was conducted via telephone, that a meeting was being held in response to a parental request, or that the parent was not in attendance.)

#### 7.6.2. Present Levels of Academic Achievement and Functional Performance

Present Levels of Academic Achievement and Functional Performance serves as the foundation for the development of goals and benchmarks in the IEP. Data in this section should be collected in a variety of areas and from a variety of sources. Federal law requires the IEP team to consider relevant results of the initial evaluation or most recent evaluation of the student and the academic, developmental and functional needs of the student. For students who are 16 or older, or who will turn 16 when the IEP is in effect, also consider the results of age appropriate transition assessments related to training, education, employment, and independent living skills as appropriate.

- a. The name of the assessments and the date assessed, that provide pertinent information for the development of the IEP should be written in this section. This may include formal or informal methods, norm or criterion referenced tests, classroom observations, student work samples, teacher-made or other achievement tests, recent evaluation results, behavior rating scales, performance data from the regular education teachers, and parental input.
- b. When appropriate, English Language Proficiency scores must be included.
- c. Results corresponding to the assessments conducted should be described to build a profile of the student's current abilities. Grades, attendance and test scores should be utilized in combination with assessments conducted to build an accurate picture of the student's ability.
- d. Functional performance includes self-help, social-emotional, organizational skills and daily living skills as appropriate. A statement of functional performance must be stated even if the student is functioning with age appropriate skills.
- e. Parent input can be noted in this section as "not demonstrated in the school setting," unless the student is performing in a setting that requires parental support.
  - Effect on student's involvement and progress in the general curriculum or, for Early Childhood students, involvement in developmental activities are also noted in Present Levels.
- f. Describe how the student's disability affects his or her involvement and progress in the general curriculum. For early childhood students, focus on the student's involvement in appropriate developmental activities. Information recorded here should relate to the assessment results. In describing the student's current and anticipated level of participation in the general curriculum, consider the following:
  - Do not use "may," use "does or will". Example: John will have difficulty with basic multiplication facts.
  - The regular education teacher(s) MUST BE consulted regarding the student's performance relative to the classroom expectations. The regular education teachers should share information regarding the accommodations, modifications or supports that might be required in order for the student to participate meaningfully in the general curriculum.
  - Requires input from general education teacher on what is taught, how it is taught, what instructional activities students are engaged in and how are the knowledge and skills demonstrated and evaluated.
  - Indicate student's performance as it relates to general education classroom requirements and expectations.
  - Do not include accommodations and placement information.
  - No effect statement is required for summary of most recent MDT results (unless initial)
  - No effect statement for ELL students is required when reporting English acquisition scores as having a Second Language. Being eligible as an ELL student is NOT considered a disability.
  - For each area of deficit, 2 elements must be identified:
    - o grade level expectations that the student is not meeting and
    - o how the student's deficits impacts the student in that area
  - A separate effects statement is required for each deficit area.

Ex. Typical peers are able to	Due to XYZ's deficit in (Reading Comprehension), he/ she is
unable to	

(DO NOT include an accommodation or modification at the end of the sentence.)

# 7.6.3. Student Strengths/Parent Concerns/Student's Preferences and Interests

- a. Describe student strengths using input from teachers, parents and student (if applicable), and take these into consideration when developing the IEP.
- b. Complete the statement to reflect the parent's concerns as they relate to the student's education. This information must be considered when determining services.
- c. Information concerning the student's interests and preferences are required if transition services will be discussed, beginning at age 14 or younger, if appropriate. This information may be collected before the meeting or solicited from the student during the meeting.

#### 7.6.4 Special Factors

The team must consider and address each of the special factors. If the team chooses "Yes" for any of the factors, the team may address this factor in a variety of ways, including goals and benchmarks, a behavior plan, supplementary aids and services, related services, or accommodations and modifications. Each special factor that is marked "Yes" must be reflected in the present levels of performance.

- a. "Behavior impeding learning" if team selects "Yes", either a behavior plan in accordance with the five elements of NAC 388.284 must be developed OR the five elements must be included within the IEP and noted on the status record indicating where in the IEP each element is addressed:
  - 1. positive methods to modify the environment of pupils with disabilities to promote adaptive behavior and reduce the occurrence of inappropriate behavior;
  - 2. methods to teach skills to pupils with disabilities so that the pupils can replace inappropriate behavior with adaptive behavior;
  - 3. methods to enhance the independence and quality of life of pupils with disabilities;
  - 4. the use of the least restrictive methods to respond to and reinforce the behavior of pupils with disabilities; and
  - 5. a process of designing interventions based on the pupil that are focused on promoting appropriate changes in behavior as well as enhancing the overall quality of life for the pupil without the use of aversive or negative means.
- b. "Require assistive technology devices and services" if team selects "Yes", team must determine nature and extent of devices and services and address the needs in the IEP.
- c. "Limited English proficiency" if team selects "Yes", accommodations proven to be effective for English Language Learners must be listed in the supplementary aids and services section.
- d. "Blind or visually impaired" if team selects "Yes", team must evaluate reading and writing needs and provide for instruction in Braille unless deemed not appropriate for the student.
- e. "Deaf or hard of hearing" if team selects "Yes", team must consider language and communication needs and address the needs in the IEP.
- f. "Dyslexia and Specific Learning Disability (SLD)" if team selects "yes", team must consider instructional approaches and address those chosen in the IEP. (AB341)

#### 7.6.5. Transition Services

Transition services are a coordinated set of activities for a student with a disability that is designed within an outcomeoriented process and promotes the student's movement from school to postsecondary activities.

- a. Transition services must be based on the individual student's needs, taking into account the student's preferences and interests.
- b. The transition statement should relate directly to the student's goals beyond secondary education, and show how planned studies are linked to these goals.
- c. When completing the transition section of the IEP the team must consider the following:
  - diploma option must be declared at age 14 and reviewed annually;
  - beginning at age 14, a short statement that directly quotes what the student wants for the future must be included under "Vision for the Future";
  - if the student is 14 years of age or older on the day of the IEP, a statement of transition services with regard to the student's course of study must be completed (standard course of study, functional curriculum, advanced courses, or vocational program);

- if the student is 16 years of age or older or will reach 16 years of age when the IEP is in effect, the team will describe desired post-secondary goals and coordinated activities. At a minimum, the transition plan must cover, "Training/Education" and "Employment". "Independent Living Skills" are addressed when appropriate. Transition services may be considered earlier if deemed appropriate by the IEP team;
- on or before the student's 16th birthday, the IEP team must develop a statement of needed transition services, including strategies or activities to work toward the measurable postsecondary goals already identified. The statement must address each type of coordinated activity: instruction, related services, community experiences, the development of employment and other post-school adult living objectives; and if appropriate, acquisition of daily living skills and a functional vocational evaluation; and
- upon parental consent, a representative of a participating agency must be invited if that agency is likely to be responsible for providing or paying for transition services.

#### 7.6.6. Annual Goals and Benchmarks

The IEP team must develop measurable academic and functional annual goals for the areas of need identified in the present levels. General instructional strategies and methodology are not required to be included in the student's IEP in order to receive FAPE. The goals and benchmarks indicated in the IEP must enable the student to be involved and make progress in the general education curriculum, or for preschool children, as appropriate, enable participation in developmentally appropriate activities.

- a. All goals must be derived from the present levels of performance.
- b. Significant deficit areas must be addressed by a goal.
- c. Goals must be specific to the student, measurable and attainable in a year's time. Goals are measurable when they state:
  - direction (increase, maintain, decrease, etc.);
  - area of need (reading, social skills, communication, functional, etc.);
  - level of attainment or success (grade level, accuracy, etc.);
  - how progress will be measured; and
  - setting and staff responsible for implementation.
- d. Postsecondary goals are required for students who are 16 or older or will turn 16 when the IEP is in effect and are designed to assist the student in moving toward the desired postsecondary outcomes.
  - At least one goal must be related to training/education and employment (one goal can be developed for both).
  - The IEP must indicate which goals are written to support postsecondary transition outcomes in training/education, employment or independent living skills.
  - Postsecondary goals for independent living skills are optional and written when appropriate for the student.
  - Postsecondary goals must be based on age appropriate assessments, as described in present levels of academic achievement and functional performance.
  - Postsecondary goals may be considered earlier if deemed appropriate by the IEP team.
- d. Benchmarks are developed to describe the amount of progress the student is expected to make toward the annual goals within specified segments of the year, generally coinciding with reporting periods (first grading period, first semester of school year, etc.).
- e. If the IEP team determines that a student will receive Extended School Year (ESY) services, the applicable boxes must be checked to indicate the goals that will be addressed during ESY. The charter school will be responsible for providing this service if they offer this service at the time of the IEP.

#### 7.6.7. Specially Designed Instruction

- a. All areas of Specially Designed Instruction (SDI) must be addressed by a goal and reflected in present levels.
- b. SDI must be written to reflect deficit areas (such as reading, math, written expression, behavior or communication). SDI does not address course subjects such as history, science, geography, etc. If for example, a student needs services in these areas, SDI needs to be written as reading in the content area of history. SDI is NOT a class schedule.

- c. "Direct" services mean services provided to the student from a special education teacher/related services provider or an assistant under the direction of a special education teacher or provider.
- d. "Consult" services means services provided to other staff members regarding the student.
- e. "Assess" can be added to indicate an assessment for Adapted Physical Education services, Hearing Impaired services, and Vision services.
- f. State the projected date for the beginning and ending of the services.
- g. State the anticipated frequency and location of services.

#### 7.6.8. Related Services

- a. Related services are supportive services that are required for the student with a disability to benefit from special education. Recommendations made by the related services personnel should be used to guide IEP team discussions.
  - Referrals for any related services, except transportation, are generated by the IEP team. The IEP team should consult with the related services provider to determine the appropriateness of the referral.
  - Related Services assessments require prior written notice (PWN) and permission (consent) to evaluate.
- b. The time line for the completion of related service assessment, reconvening of the IEP team for the review of the report, and consideration of the recommendations regarding services is 45 school days.
  - Related Services may include:
    - Speech/Language Therapy;
    - Physical Therapy;
    - Occupational Therapy;
    - Counseling;
    - Psychological Services;
    - Orientation and Mobility;
    - Audiology (does not include a medical device that is surgically implanted, the optimization of that device's functioning, and maintenance of that device or replacement of that device);
    - School Health Services and School Nurse Services;
    - Medical Services for diagnostic or evaluation purposes;
    - Recreation, including therapeutic recreation;
    - Parent Counseling and Training;
    - Interpreting Services;
    - Social work Services; and
    - Transportation: this a related service that is provided for a student with a disability as a related need. The charter school must develop a mutual agreement to provide transportation services.
  - "Direct" services are services provided to the student from a special education teacher/related services provider or an assistant under the direct supervision of a special education teacher. Instruction can be provided in a group or individually.
  - "Consult" services are services provided to other staff members service personnel may include observing the progress of the student in various educational environments.
  - "Assess" means that the team has agreed that an assessment is required. Permission to evaluate must be completed.
- c. State the projected date for the beginning and ending of the services.
- d. State the anticipated frequency and location of services.

#### 7.6.9 Method for Reporting Progress

- a. The IEP team determines how the student's parent will be regularly informed of the student's progress toward the annual goals
- b. At a minimum, an "IEP Goals Page(s)" must be indicated in the IEP.
- c. Progress reports must be completed and a copy must be given to parent and a copy filed in the confidential folder for each reporting period.
- d. Document that the progress report was provided to the parent in the status record.

- e. Early Childhood Special Education (ECSE) Six-Month Review is required for special education students under the age of six. This review is conducted with the parent at least every six calendar months from the initial IEP and six months from each annual review.
  - The purpose of this review is to:
  - Provide updated information to the parent;
  - Measure the extent of student progress; and developmentally appropriate performance in all of the early childhood domains for six months or more.
  - Prior to the Six-Month Review meeting, the teacher of record reviews all data and if there is data to support that developmentally appropriate functioning in all domains has been maintained for six or more months, an IEP meeting must be scheduled, adhering to SPCSA procedures for notification of a formal IEP meeting.
  - The data collected from a variety of sources may include the Brigance of Early Childhood
    Development, Creative Curriculum, Speech and Language session notes and assessments, portfolio of
    student work, parental input, and ongoing data collection. This information must be documented on IEP
    Progress Report.
  - The review must include input from related service providers who are providing services to the student.
  - This Six-Month Review does NOT require convening an IEP, unless changes will be made to the IEP. If changes are needed, then the charter school procedures must be followed for an IEP.

# 7.6.10. Accommodations and Modifications/Supplementary Aids and Services

- a. Identify supports provided to enable the student to advance appropriately toward attaining the annual goals, be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities.
- b. Identify adaptive equipment needs without specifying the equipment.
- c. Reference current behavior plans and health plans.
- d. Include English Language Learner (ELL) strategies that will meet the language needs of the student if the student demonstrates limited English proficiency as indicated by Special Factors.
- e. State the projected beginning and ending dates for services.
- f. State the frequency of services indicating the specific circumstance(s) or condition(s) in which the accommodation and/or modification will be utilized.
- g. State the location where the accommodation and/or modification will be implemented.

#### 7.6.11. Participation in State-wide and School-wide Assessment Accommodations

- a. Indicate how the student will participate in state-wide or school-wide assessments.
- b. If the team discusses an alternate assessment, the following criteria must be indicated:
  - The student must meet all six criteria on the Nevada Alternative Assessment (NAA) participation form.
  - A statement of why the student cannot participate in a particular general assessment, even with appropriate modifications or accommodations.
  - A statement of why the particular alternate assessment selected is appropriate for the student.
- c. Non-enrolled adult students if a student had an IEP in high school and is requesting to test as an adult with accommodations, the following criteria apply:
  - The student must have a statement of eligibility that is less than 3 years old.
  - The student must be under 22 years of age
  - The student must have a current IEP listing the testing accommodations
  - A student who has earned an adjusted diploma may return and take the High School Proficiency Exam.
- d. The State approved accommodation form must be used and completed for each student at the annual review. Any accommodation not specifically listed on the form must be approved individually by the Nevada Department of Education to assure a valid administration of the test.

#### 7.6.12. Activities Eligibility

a. The IEP team determines the student's participation in extracurricular activities

b. If an IEP team recommends an exception to the rules of the Nevada Interscholastic Activities Association (NIAA) the parent must contact the NIAA requesting the exception.

#### 7.6.13. Extended School Year (ESY) Determination

- a. ESY services must be provided only if the student's IEP team determines, on an individual basis, that services are necessary for the provision of a free appropriate public education to the student. The need is based upon guidelines established for ESY, in the areas of regression/recoupment or a critical learning period. The IEP team needs to base their ESY decisions on the data collected. The team may not limit extended school year services to a particular category of disability or unilaterally limit the type, amount or duration of those services.
- b. ESY services must be addressed at every annual IEP
- c. If the ESY decision is deferred to a later date, the team must hold an IEP Review/Revision on or before the deferred date to discuss the data collected and make an ESY determination.
- d. The charter school is required to support Extended School Year (ESY) when they offer ESY and/or a student requires it.

#### 7.6.14. Placement Considerations

An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular education environment including academic classes, nonacademic settings, and extra-curricular activities must be discussed.

- a. Each placement must be reviewed and considered until a choice is made by the team. All placements discussed must either be rejected or accepted (If considering a change of placement see Chapter 8.0).
- b. The IEP team determines the placement not the specific site location.

#### 7.6.15. Justification Statement

A justification statement is provided only when a student is removed from the regular education environment. Special classes, separate schooling, or other removal of students with disabilities from the regular education environment can only occur if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

- a. The IEP team must explain why the student's IEP cannot be implemented in the regular education environment with the use of supplementary aids and services.
- b. A student with a disability may not be removed from education in age appropriate regular classrooms solely because of modifications in the general curriculum.
- c. Justification statements must be individualized and related to each student's particular needs.
- d. In selecting the least restrictive environment, consideration must be given to any potential harmful effects on the student or on the quality of service that the student needs.

#### 7.6.16. IEP Implementation

- a. If the parent agrees with the IEP, the Intent to implement must be completed and given to the parent along with the copy of the IEP. The implementation date is as soon as possible, but no later than ten (10) calendar days.
- b. If the parent does not participate in the IEP meeting, marks disagree, or declines to select an option, the Intent to implement must be completed and sent to the parent along with a copy of the IEP. The implementation date is ten (10) calendar days from the date of the completion of the IEP. See Chapter 3.3.4 for more information on Notice to Implement IEP.
- c. If the parent participated via telephone, the IEP Intent to implement must be completed and sent to the parent along with a copy of the IEP. The implementation date is determined by the parent's agreement or disagreement with the IEP.

#### **7.6.17.** Consensus

Decisions in special education that pertain to identification, evaluation, placement, or provision of FAPE, must be made by the team as a matter of consensus or general agreement among involved parties. The charter school has the ultimate responsibility to ensure that the IEP includes the services the student needs in order to receive a free appropriate public

education (FAPE). For special education decision-making, the following sequential priorities have been established to assist teams in achieving consensus.

- a. Unanimous Agreement All participating parties, including parents and their representatives agree on major decisions pertaining to identification, evaluation, placement, or provision of FAPE. When unanimous agreement is NOT achieved, then:
- b. Consensus among School Members All participating charter school personnel excluding the parents and their representatives reach general agreement. When consensus among all participating charter school personnel is NOT achieved, then:
- c. Consensus among School Required Members All required charter school personnel excluding other participating charter school members, parents and their representatives reach agreement. When consensus among all required charter school personnel is NOT achieved, then:
- d. Lack of Consensus In the absence of a final decision by the charter school's required members of the IEP team, the team must consider and determine the following factors: a) was there sufficient discussion among team members over outstanding disagreements, and b) is there enough information available to render a decision. Considering these factors, the team has two options:
  - Reschedule the meeting to provide thorough discussions on disagreed upon issues and/or gather more information, or
  - The LEA makes the final decision during the IEP meeting when the consensus building and problem solving options appear to be exhausted.

# 7.6.18. Tape recording

A parent request to record an IEP meeting may be permissible under certain circumstances.

- a. Any parent making a request to record must do so prior to the meeting, and all participants in the IEP meeting must agree to the recording. The IEP team can reconvene at another agreed upon time and place if either the parents/legal guardians and/or school is not prepared to record the meeting.
- b. In instances where the parent with a disability is requesting the recording to understand the proceeding, the request must be honored by the school staff. The charter school must make arrangements to record the meeting and the charter school's recording becomes the official copy.
- c. It is the charter school's responsibility to record the meeting and provide a copy to the parent.
- d. A copy of the recording must be maintained in the student's confidential folder.

### 7.6.19. Advocates or attorneys present at meetings

- a. At the discretion of the parent or the charter school, both parties have the right to bring to the IEP meeting individuals who have knowledge of the child and/or the IEP meeting process, or special advocate or attorney. The primary role of the advocate or attorney is to advise and assist the parent in taking an active and participatory role in the meetings. Their role may also include:
  - assuring that the parents receive and are cognizant of their procedural safeguards;
  - providing explanation/clarification as necessary to understand the process;
  - helping parents articulate their concerns;
  - offering positive and proactive suggestions to assist the timely completion and appropriate development of the IEP, and
  - participate as part of the IEP team if they have "specialized knowledge" of the student.
- b. The parent has the right to representation at the meeting and ideally would notify the charter school that they are bringing a representative, however, this is not required.
- c. Before the school can discuss a student with an advocate/attorney when the parent is not present, the school must obtain a written release of information signed by the parent.
- d. Advocates or attorneys are not permitted to direct or take over an IEP meeting, or require the charter school staff to do or refrain from doing a specific act. The charter school is charged under Nevada Administrative Code (NAC) and IDEA with the responsibility of facilitating IEP meetings, as well as ensuring that the parent has had an adequate opportunity to participate as an equal member of the team. Only the parent can authorize or reject services under NAC and IDEA.

#### 7.6.20. Copies of IEPs

- a. Access to a copy of the IEP must be provided to each regular education teacher, special education teacher, and related service provider who will be working with the student.
- b. If the charter school develops a DRAFT IEP prior to the IEP meeting, the charter school should make it clear to the parents at the outset of the meeting that the services proposed by the charter school are preliminary recommendations for review and discussion with the parents. The charter school should provide the parents with a copy of the DRAFT proposal prior to the meeting, so as to give the parents an opportunity to review the recommendation of the team and be better able to engage in a full discussion of the proposals for the IEP. It is not permissible for the team to have a final IEP completed before the IEP meeting begins.

#### 7.6.21. Time Frames

An IEP must be implemented immediately following its development. An IEP should never contain breaks in service delivery.

# CHAPTER 8 PLACEMENT

#### **INTRODUCTION**

After a student's IEP has been developed, their educational placement which includes programs and services must be determined by the IEP team. That level of placement occurs along the continuum of placements available for students with disabilities. Often confused, but not interchangeable, is the term "location". "Location" refers to the physical setting, such as the specific classroom or facility where a student's IEP will be implemented.

# This chapter describes:

- 8.1 Placement Process
- 8.2 Least Restrictive Environment
- 8.3 Individualized Placement
- 8.4 Continuum of Placement Decisions
- 8.5 Special Considerations for Certain Types of Placements

#### 8.1 PLACEMENT PROCESS

#### 8.1.1 Time Frames

- a. The student's placement must be determined at least annually.
- b. If there are placement concerns prior to the annual review date, the parent/legal guardian or
- c. the charter school may request to reconvene the IEP team to review and revise the IEP. An IEP must be implemented as soon as possible following its development. There can be no unreasonable or arbitrary delay in providing special education and related services to the student.

#### 8.1.2. Determination by IEP Team

- a. The student's educational placement must be determined by a group of persons, including the parent, and other persons who are knowledgeable about:
  - the student;
  - the meaning of the evaluation data; and
- b. The placement options. The IEP team determines the student's placement.

When the student requires a level of placement which is not available at the charter school, the school will contact a representative from the student's county school district of residence, and together they will determine the location of placement once the IEP team has determined the appropriate placement.

#### 8.1.3. Change of Placement

- a. If at any time the charter school proposes or refuses to change the student's educational placement, in response to a parent request, the parent must receive prior written notice, as described in Chapter 3.0 Prior Notice.
- b. A revision IEP is required when:
  - the charter school personnel or a student's parent believe that the student's placement may be inappropriate; or
  - a significant change in the student's placement is being considered by the school.

#### 8.2 LEAST RESTRICTIVE ENVIRONMENT

8.2.1. The Least Restrictive Environment (LRE) standard requires the charter school to ensure that, to the maximum extent appropriate, students with disabilities

- a. are educated with students who are not disabled; and
- b. that special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a student is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- **8.2.2.** The LRE standard requires the charter school to ensure that students with disabilities participate with non-disabled students in non-academic and extracurricular services and activities to the maximum extent appropriate. Such activities may include: meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups, field trips, assemblies, clubs sponsored by the charter school, and employment opportunities. LRE requirements apply to both eligible school age students and preschool children.
- **8.2.3.** Special education is not a "place," but rather a set of services delineated in the student's IEP. The LRE provision of the IDEA emphasizes services rather than the placement.

#### 8.3 INDIVIDUALIZED PLACEMENT

- 8.3.1. The content of the student's IEP determines placement, rather than the placement determining the content of the IEP.
- 8.3.2. The placement decision must be individualized and based on the student's IEP.
- 8.3.3. Placement, not location, is determined by the IEP team.
- 8.3.4. Should a change of placement occur and the charter school is determined not to be the appropriate placement, the charter school and the student's county school district of residence will work in conjunction to assign a student as close as possible to the student's home if the IEP team has determined a specialized level of service. (NAC 388A.453(8))
- 8.3.5. Eligibility, administrative convenience, the availability of educational or related services, or the availability of space does not determine placement.
- 8.3.6. Retention is not an IEP team decision. Retention is governed by the charter school administration regulation and state law.

# 8.4 CONTINUUM OF PLACEMENT DECISIONS

- **8.4.1.** The charter school is required to ensure that a variety of placement options is available to meet the needs of students with disabilities for special education and related services. The continuum must provide for supplementary services (such as resource room or itinerant instruction) in conjunction with placement in a regular education class. The continuum includes, as appropriate, instruction in:
- a. regular education classes;
- b. regular education classes with resource room;
- c. self-contained programs;
- d. community-based programs;
- e. home instruction;
- f. hospitals or institutions.
- g. Working with County School Districts to obtain and utilize their resources, the charter school can further discuss special classes and special schools as an option for appropriate instruction.
- 8.4.2. The continuum of placement options for a child in early childhood special education may include, as appropriate:

- a. an integrated or specialized center-based program (i.e., a program in which a group of children receives services at a central location) in a regular or special school;
- b. a home-based program;
- c. an itinerant consultant working with a community-based facility; or
- d. the instruction of the child in a hospital or institution.

#### 8.5 SPECIAL CONSIDERATIONS FOR CERTAIN TYPES OF PLACEMENTS

#### 8.5.1. Disciplinary Placements

Under certain circumstances involving discipline, the charter school staff may remove a student with a disability from their current educational placement to an appropriate interim alternative educational setting, another setting, or suspension, including a suspension for more than 10 school days. For a description of these circumstances, see Chapter 9.0. The charter school is responsible for identifying or developing an alternative educational placement including, but not limited to, contracted or inter-local agreement between another charter school or the county school district. The originating charter school is responsible for cost of placement.

#### 8.5.2. Homebound and Hospital Placements

Homebound instruction may be appropriate for a limited number of students, such as students who are medically fragile and are not able to participate in a school setting with other students. However, a medically fragile student may benefit educationally and socially from a general education classroom placement, and may be provided with medically-related services that would permit such a placement. Homebound is not an appropriate placement consideration or an acceptable alternative when a due process hearing or disciplinary action is pending.

- a. Homebound Services for Students receiving Special Education are for students with an IEP who are unable to attend classes due to physical or mental illness where confinement in a hospital or in the home is expected to be a minimum of fifteen (15) consecutive school days. Homebound services are:
  - intended to be a temporary service; and
  - the responsibility of the student's attending school.

Homebound instruction is provided:

- in the home, by a one-on-one Homebound instructor;
- by referring school staff; and
- is the responsibility of the charter school.

Homebound instruction is one of the most restrictive educational placements offered by the charter school. Every effort must be made to maintain instruction in the school setting before identifying a Homebound placement. It is the responsibility of the charter school to explore all lesser restrictive options. Such options may include, but are not limited to, a shortened school day and Supplemental Home Services. If a parent enrolls a child in a private mental health treatment facility, the IEP will NOT be changed to reflect homebound placement as the charter school is not providing services. If this student becomes available for homebound services outside the mental health treatment facility, regular homebound procedures will be followed beginning with the application.

Placement of students in Homebound education is initiated by the parent who obtains a Homebound application/referral directly from the charter school when it is determined that a student is unable to attend school due to injury or illness. If the charter school personnel receive notice that it is anticipated that the student will be absent from school for at least 15 consecutive school days for medical reasons, that person should contact the School Nurse (if the medical reason involves physical illness) or School Psychologist (if the medical reason involves mental or emotional illness or substance abuse problems). The fact that the student will be or is anticipated to be absent for at least 15 consecutive school days must be substantiated by a qualified physician who is acting within their authorized scope of practice.

#### b. Application/Referral

- The application/referral is a four-part form requiring completion by the parent, physician, counselor and/or the school nurse and/or the school psychologist.
- Anticipated confinement duration must be specified (e.g., six weeks, one month). A non-specific period of time (e.g., lifetime, 99 years, to be determined) is not acceptable.
- A description of the student's disability is required. In the case of a student with a psychological diagnosis, a copy of the psychiatrist's/attending physician's Treatment Plan and a copy of the therapist's Treatment Plan is also required. In addition, a copy of the school team's transition plan (i.e., a plan to return the student to school, with a timeline, procedures, activities, and responsible school personnel who will participate and be responsible for initiating and monitoring the plan) is required.
- If an extension of Homebound Services is needed, another application must be submitted or, in exceptional cases, a physician's memo or letter may be offered as an extension of the original application if it is within the same school semester. The extension must also identify a specific ending date.
- The application/referral must be completed by all four parties and then faxed or emailed to the charter school. A copy must be maintained at the school in the student's confidential folder.
- Homebound Service is considered a placement change for students receiving special education services
  and must be determined during an IEP meeting. An IEP Revision meeting must be convened by the
  student's school of attendance prior to initiation and termination of Homebound Service.
- Within one week of receiving the necessary paperwork, the school will notify appropriate school staff of the status of the referral and/or the Homebound Instruction effective start date. (See 7.5.6 for additional information)

# CHAPTER 9 DISCIPLINE

#### **INTRODUCTION**

The charter school is obligated to provide a free appropriate public education (FAPE) to all eligible students with disabilities, including students who have been suspended or expelled, and is prohibited from applying its disciplinary policies in a manner that discriminates against students with disabilities. Certain procedures apply for placement of a student in an interim alternative educational setting in connection with disciplinary action against the student.

"School day" is defined as any day, including a partial day that students are in attendance at school for instructional purposes.

This chapter discusses the requirements for disciplinary actions for a student with a disability:

- 9.1 Short-Term Disciplinary Action
- 9.2 Disciplinary Change of Placement
- 9.3 Long-Term Disciplinary Removal
- 9.4 Manifestation Determination
- 9.5 Request for Hearing
- 9.6 Protections for Students Not Yet Eligible for Special Education
- 9.7 Referral to Law Enforcement Agencies
- 9.8 Disciplinary Information in a Student's Record

#### 9.1 SHORT-TERM DISCIPLINARY ACTION

Short-term disciplinary removal for students with disabilities refers to a student's removal from instruction for less than 10 cumulative or 10 consecutive days in a given school year. This includes suspensions and Required Parent Conferences (RPC).

#### 9.1.1. Educational Services

- a. Educational services are not required if removal is for a total of 10 school days or less in a given school year and if services are not provided to students without disabilities who have been similarly removed.
- b. Behavior plans may need to include:
  - review and/or revision of an existing behavioral intervention plan (BIP); and/or
  - functional behavioral assessment if there is no existing behavior plan.
- c. Any break in IEP mandated services equals removal. In-school suspension (ISS) would not be considered as part of the days of suspension as long as the student:
  - participates in the general education curriculum (ISS is considered a general education environment);
     and
  - continues to receive the services and make progress toward meeting the goals in the student's IEP.
- d. If a student is removed from his or her current educational placement for more than **a total of 10 school days** in a school year, even if these removals do not constitute a change in placement, school personnel must arrange to provide the student educational services to:
  - the extent necessary to enable the student to appropriately progress in the general education curriculum; and
  - appropriately advance toward achieving the goals set forth in the student's IEP.

#### 9.2 DISCIPLINARY CHANGE OF PLACEMENT

Although the charter school personnel must take certain steps in connection with disciplinary action against a student who has or may have a disability, the most significant procedural protections with respect to disciplinary actions against a student with a disability are triggered when the action constitutes a change in the student's educational placement.

- 9.2.1. A disciplinary change of placement occurs when a student with a disability is removed from their current educational placement for more than 10 consecutive school days in a school year; or in a series of removals that constitute a pattern when:
- a. the series of removals totals more than 10 cumulative school days in a given year;
- b. the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
- c. such additional factors as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.
- 9.2.2. For any disciplinary actions that total less than 10 school days in a given school year, the charter school is not required to take any action. If the charter school personnel have questions regarding whether a series of disciplinary actions may constitute a change in placement, they should consult the charter school Site Administrator.

#### 9.3 LONG-TERM DISCIPLINARY ACTION CONSTITUTES A CHANGE IN PLACEMENT

Long-term disciplinary removal for students with disabilities refers to a student's removal from instruction for 10 or more consecutive school days in a given school year. This removal constitutes a change of placement. The parent has the right to have a manifestation determination review, to determine relatedness of the student's behavior to the disability, when the student's school recommends removal of the student from the current educational placement to an interim alternative educational placement for more than 10 school days for violating school disciplinary rules.

# 9.3.1. Procedural Safeguards

- a. Procedural Safeguards must be provided to parents when the school proposes a removal that will result in a disciplinary change of placement.
- b. The date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability, the Site Administrator, school board, or designee must notify the parent of that decision and provide the parent with procedural safeguards notice and the charter school's appeal process.

#### 9.3.2. Educational Services (Alternative Instructional Arrangements, AIA)

- a. If a student is removed from their current educational placement for more than a total of 10 school days in a school year, the Site Administrator must ensure that services are provided to the student with disabilities on the 11th day of total removals.
- b. These services must be provided to the extent necessary to:
  - enable the student to appropriately progress in the general curriculum;
  - appropriately advance toward achieving the goals set out in the student's IEP; and
  - receive, as appropriate, a functional behavioral assessment (FBA) and behavioral intervention services and modifications that are designed to address the behavior so that it does not reoccur.
  - Note: Alternative Educational Placement

#### 9.4 MANIFESTATION DETERMINATION

A manifestation determination meeting must be convened immediately, but no later than 10 school days after the date on which a disciplinary change of placement decision is made. Note: As of the 11<sup>th</sup> school day of suspension, alternative instructional arrangements must be provided while waiting to convene a manifestation determination meeting.

#### 9.4.1. Procedure

- a. The Site Administrator meets with parent to inform them of the recommendation for a long-term removal and to provide procedural safeguards.
- b. The site administration must notify special education staff so that a manifestation determination/IEP meeting can be scheduled.
- c. Appropriate prior written notice must be provided to the parent indicating disciplinary action.

## 9.4.2. Participants:

- a. LEA;
- b. Parent; and
- c. Relevant members of the IEP team (as determined by the parent and LEA).

# **9.4.3.** The school is required to proceed with the Manifestation Determination (MD) meeting in a timely manner. If the parent is unavailable to attend within the 10 day timeframe, the manifestation determination meeting can be convened without the parent.

- a. If a MD has occurred without the parent, an Intent to Implement must be completed and sent to the parent as described in Chapter 3.0.
- b. If the parent disagrees with the MD, an Intent to Implement must be completed and sent to the parent.
- c. The MD review may be conducted by the IEP Team at the same meeting at which it develops or revises a BIP and appropriate behavioral interventions.

# 9.4.4. Manifestation Determination Meeting

When conducting a manifestation determination meeting, the IEP Team must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent to determine:

- a. if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or
- b. if the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

Based on this information, the IEP Team must determine whether the student's behavior that is subject to the disciplinary action is a manifestation of their disability. If the LEA, parent and relevant members of the IEP team determine that a student's misconduct was caused by or had a direct and substantial relationship to the student's disability, or a direct result of the District's failure to implement the student's IEP, the conduct shall be determined to be a manifestation of the student's disability.

#### 9.4.5. If the IEP Team determines that the behavior was not a manifestation of the student's disability:

- a. the student is subject to the same disciplinary action as nondisabled peers;
- b. after the 10th day of removal, students with disabilities must continue to receive educational services; and
- c. the parent may request an expedited due process hearing.

# 9.4.6. If the IEP team determines that the behavior was a manifestation of the student's disability, the team must either:

- a. conduct a functional behavioral assessment (FBA) unless the LEA had conducted a FBA before the behavior that resulted in a change of placement occurred, and implement a behavioral intervention plan (BIP); or
- b. if a BIP had been developed, review the BIP, and modify it, as necessary, to address the behavior.

In addition, the IEP Team should complete the Functional Behavioral Assessment worksheet, the Behavior Plan Worksheet, and all relevant sections of the IEP, as appropriate. The IEP Team may also want to consider if the student needs a reevaluation. Except as provided in section 9.4.7., **the school may not** impose disciplinary action and must return the student to the placement from which the student was removed, unless the IEP team agree to a disciplinary change of placement.

#### 9.4.7. Special Circumstances

The charter school may discuss removal of a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where a student:

- a. carried a weapon to school or to a school function under the jurisdiction of the charter school; or
  - The term weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.
- b. knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function under the jurisdiction of the charter school; or
  - An illegal drug means a controlled substance, but does not include a substance that the student legally
    possesses or uses under the supervision of a licensed health-care professional, or that is legally
    possessed or used under federal law.
- c. had inflicted serious bodily injury upon another person while at school or at a school function under the jurisdiction of the charter school.
  - Serious bodily injury is an injury involving <u>substantial</u> risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of function of a bodily member, organ or mental faculty.

For questions regarding special circumstances, contact the charter school site administrator for assistance.

#### 9.5 REQUESTS FOR A HEARING

- 9.5.1. A parent may request a due process hearing when they disagree with any decision regarding disciplinary placement or the manifestation determination.
- 9.5.2. Following a request from the charter school, the LEA may request a due process hearing when they believe that maintaining the current placement of the student is substantially likely to injure the student or others.
- 9.5.3. The hearing officer may order a disciplinary change of placement which may include:
- a. returning the student with a disability to the placement from which they were removed; or
- b. ordering a change in placement to an interim alternative educational setting for no more than 45 school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the child or others.
- 9.5.4. The Nevada Department of Education (NV DOE) who is the State Education Agency (SEA) is required to arrange for an expedited hearing that must occur within 20 school days from the date that the request is made. The hearing officer must render a decision within ten school days after the hearing.

# 9.5.5. Stay Put Requirements

The student is to remain in the educational setting pending the decision of the hearing officer or until the time period of the disciplinary infraction ends.

## 9.6 PROTECTIONS FOR STUDENTS WHO ARE NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

**9.6.1.** In some circumstances, a student who has not yet been determined to be eligible as a student with a disability may be entitled to procedural protections. If there was a suspicion of a disability prior to the behavior infraction and recommendation of an alternative placement, discipline must cease and an expedited evaluation must occur unless the

infraction involved weapons, drugs or serious bodily harm. The LEA is deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:

- a. the parent of the student had expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the student, that the student is in need of special education and related services;
- b. the parent of the student has requested an evaluation of the student; the teacher of the student, or other personnel of the LEA, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Site Administrator of the school.
- 9.6.2. Exception: The LEA is deemed not to have knowledge that a student is a student with a disability if the parent of the student has not allowed an evaluation, has refused or revoked services, or the student has been evaluated, and it was determined that the student was not a student with a disability.

#### 9.7 REFERRAL TO LAW ENFORCEMENT AUTHORITIES

The protections described in this Chapter do not prevent school personnel from reporting a crime committed by a student with a disability to appropriate authorities. Similarly, these protections do not prevent state law enforcement and judicial authorities from exercising their responsibilities in applying federal or state law to crimes committed by a student with a disability. If school personnel report a crime committed by a student with a disability to appropriate authorities, they must ensure that copies of the student's special education and disciplinary records are transmitted for consideration by those authorities to whom the agency reports the crime. The student's records may be transmitted only to the extent such transmission is permitted by the Family Educational Rights and Privacy Act.

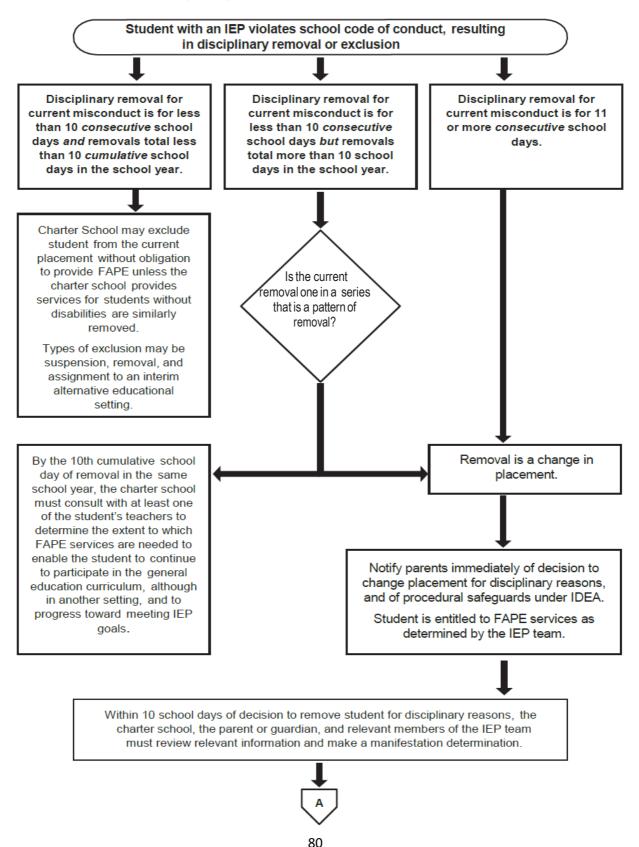
#### 9.8 DISCIPLINARY INFORMATION IN STUDENT RECORDS

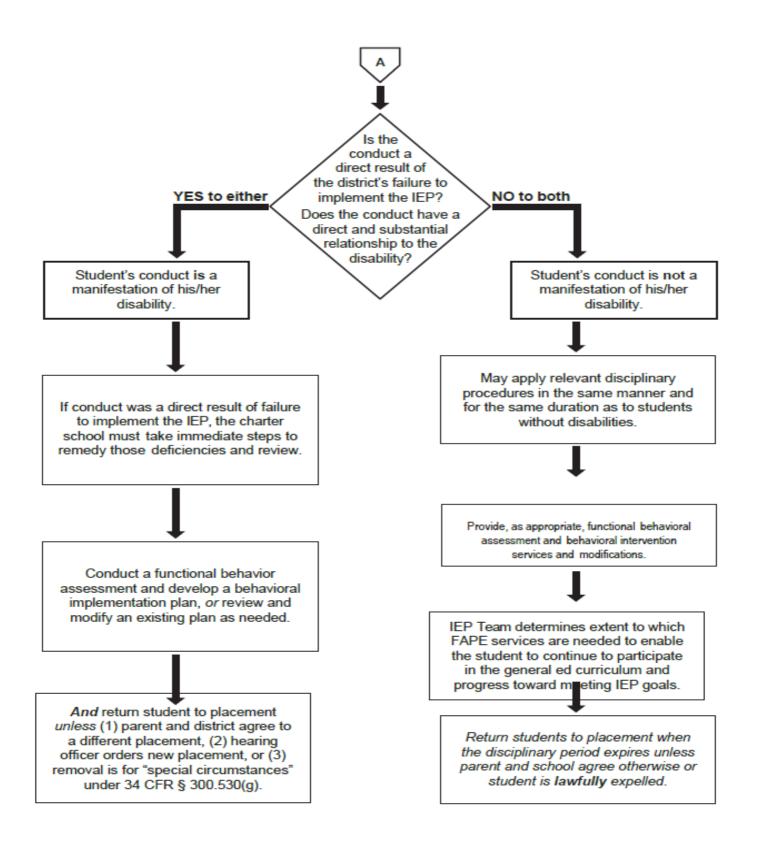
9.8.1. If a student has been or is being subjected to any disciplinary action, the school may include information about such previous or current disciplinary actions in the student's records to the same extent such information is included in the records of students without disabilities.

The information may include:

- a. a description of the student's behavior that required disciplinary action;
- b. a description of the disciplinary action taken; and
- c. any other information that is relevant to the safety of the student and other individuals involved with the student.
- **9.8.2.** The school also may transmit the disciplinary information in the records of students with disabilities to the same extent that type of information is transmitted in the records of nondisabled students. If the student transfers to another school, the student's current IEP and any information of disciplinary action as described above must be transmitted with their records.

# **IDEA Disciplinary Procedures for Students with Disabilities**





# CHAPTER 10 STUDENT RECORDS AND CONFIDENTIALITY

#### **INTRODUCTION**

The charter school is required to follow certain procedures for collecting, maintaining, disclosing, and destroying educational records relating to a student with a disability. Education records include records covered under Family Educational Rights and Privacy Act (FERPA). A record includes printed or handwritten documents, but also includes information recorded in any other way, including computer media, videotape, audiotape, film, microfilm, and microfiche.

This chapter discusses student records and confidentiality requirements:

- 10.1 Education records defined
- 10.2 Maintenance of records
- 10.3 Access to records
- 10.4 Copying records
- 10.5 Requests for records
- 10.6 Destruction of records
- 10.7 Amendment of records at parents' request
- 10.8 Annual notice of parental rights

#### 10.1.1. Education records include records that are:

- a. directly related to a student; and
- b. maintained by the charter school.

## 10.1.2. The term does not include:

- a. records that are kept in the sole possession of the maker of the record, and are not accessible or revealed to any other person;
- b. records of the charter school security;
- c. personnel records;
- d. records that are created or received after a student that is no longer enrolled in the charter school; or
- e. documents under development, but are not yet completed (Multidisciplinary (MDT) reports).

# 10.1.3. Some of the protections for student records relate to information that is personally identifiable to the student. Information is personally identifiable if it includes:

- a. the name of the student, the student's parent, or other family member;
- b. the student's address;
- c. a personal identifier, such as the student's social security number or student number; or
- d. a list of the student's personal characteristics or other information that would make it possible to identify the student with reasonable certainty.

**10.1.4.** Although this Chapter refers to the rights of the parent, these rights will transfer from the parent to the student when the student reaches age 18. If the general rights of the parent under IDEA are transferred to the student at age 18, as described in the Procedural Safeguards Chapter 2.0, the parent's rights regarding education records will transfer to the student. However, the school is required to provide the parent and the student notice required under the procedural safeguards requirements of IDEA, as described in the Procedural Safeguards Chapter 2.0.

#### 10.2 MAINTENANCE OF RECORDS

The charter school is required to protect the confidentiality of personally identifiable information regarding a student. The charter school's Special Education Department and its Site Administrator are the designated school officials responsible for ensuring the confidentiality of any personally identifiable information.

#### 10.2.1. The Site Administrator shall:

- a. designate a confidentiality official to serve as a records custodian for each school;
- b. ensure that all school staff that collect or use a student's personally identifiable information are trained in confidentiality requirements;
- c. maintain the records in a secure and locked location; and
- d. ensure that a current list of the names and positions of those the charter school employees who have access to the records are maintained; and
  - posted in plain view and in close proximity to the confidential records; and
  - ensures that the person(s) who access each student education record signs the Status Record.

#### 10.3 ACCESS TO RECORDS

#### 10.3.1. General Right of Access

School personnel must permit the parent to inspect and review any education records relating to their child that the charter school collects, maintains, or uses under IDEA.

- a. As part of the process of allowing access to education records, the Site Administrator is responsible for verifying that the person requesting access has authority to do so. For assistance in determining whether a parent has authority to access a student's education records, contact the charter school Site Administration.
- b. For procedures related to copying records refer to section 10.4.
- c. the charter school regulations require that the Site Administrator must comply with a request to access or review records:
  - no more than 10 days after receipt of the request to review the records; or
  - before any meeting regarding an IEP, hearing, or resolution session.
- d. the charter school personnel must be present to interpret records being reviewed and must follow the record of access procedures as described in 10.3.2. below.

#### 10.3.2. Record of Access

The charter school is required to keep a Status Record of parties obtaining access to confidential education records collected, maintained, or used under IDEA. The record must include the:

- a. first and last name and title of the party accessing the record;
- b. date access was given; and
- c. purpose for which the party is accessing the record.

#### 10.3.3. Parent Right to Access

- Parents' right to inspect and review education records includes the right to:
  - a response from the school for a reasonable requests for explanations and interpretations of the records;
  - request copies of the records containing the information; and
  - have a representative of the parent inspect and review the records.
- b. In order to provide meaningful explanations of records for a parent who may be unable to read due to blindness, inability to read English, distance, or other reasons, the Site Administrator must take steps to provide an interpreter, an oral explanation, Braille versions of documents, or an opportunity to review the documents over the telephone, as appropriate. In addition, copies of certain documents may be provided to a parent, as described in section 10.4.1.
- c. If any education record includes information on more than one student, the parent has the right to inspect and review only the information relating to their own child, or to be informed of that specific information. School

personnel should ensure that they block out or omit information about other students on copies of education records or take other measures to avoid disclosure to unauthorized persons.

- d. The school is required to provide the parent, on request, a list of:
  - the types and locations of education records collected, maintained, or used by the school; and
  - the charter school employees with authority to access student's personally identifiable information.
- e. The school shall:
  - inform the parent when personally identifiable information is no longer needed to provide educational services to the student;
  - maintain a permanent record of the student's name, address, telephone number, grades, attendance, classes attended, grades completed and the year they were completed; and
  - not disclose personally identifiable information except as authorized by law.
- f. rights of access extend to student teachers and related service interns who have a legitimate educational interest in accessing educational records.
- g. Specific requirements apply to maintenance and disclosure of disciplinary information included in a student's records. These requirements are discussed in the Discipline Chapter 9.0.

#### 10.4 COPYING RECORDS

#### 10.4.1. If a parent requests a copy of an education record:

- a. the charter school personnel shall comply with the request within a reasonable period, but not more than 45 calendar days after receipt of the request.
- b. The school is allowed to charge a fee for copying, but may not charge a fee for searching or retrieving information. The fee may be waived if charging the fee would effectively prevent the parent from exercising their right to inspect and review the documents. The fee schedule must be published in the school/parent/student handbook.

#### 10.5 REQUEST FOR RECORDS

10.5.1. Written parental consent must be obtained before personally identifiable information in the student's records is disclosed to anyone other than officials of the charter school collecting or using the information under IDEA.

10.5.2. FERPA prevents school personnel from disclosing personally identifiable information in a student's education record, except if the parent or eligible student provides the signed Authorization for Release of Confidential Information consent form.

#### 10.5.3. The written consent must:

- a. specify the records that may be disclosed;
- b. state the purpose of the disclosure; and
- c. identify the party to whom the disclosure may be made.

#### 10.5.4. Prior written consent is not required when providing education records to:

- a. school officials with a legitimate educational interest;
- b. officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;
- c. specified officials for audit or evaluation purposes;
- d. appropriate parties in connection with financial aid to a student;
- e. organizations conducting certain studies for or on behalf of the school;
- f. accrediting organizations;
- g. comply with a judicial order or lawfully issued subpoena; or
- h. state and local authorities, within a juvenile justice system, pursuant to specific State law.

However, the school must make a reasonable attempt to notify the parent, unless the disclosure was initiated by the parent or eligible student, or unless the school's annual FERPA notification includes a provision that education records will be forwarded upon request to other institutions where the student seeks admission or intends to enroll or is already enrolled. The parent is entitled to a copy of the record that was disclosed and has the right to a hearing.

10.5.5. If a parent refuses to provide consent to disclose a student's personally identifiable information, the charter school personnel should contact the charter school Site Administration.

#### 10.6 DESTRUCTION OF RECORDS

10.6.1. If the parent requests that personally identifiable information in the records be destroyed, the parent should contact the charter school Site Administrator. Destruction means either physical destruction or removal of personal identifiable information. However, the charter school may maintain (without a time limitation) a permanent record of the student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed.

10.6.2. The charter school's policy is to destroy a student's records six (6) calendar years <u>after</u> he/she graduates or would normally have graduated from high school.

#### 10.7 AMENDMENT OF RECORDS AT PARENT'S REQUEST

#### 10.7.1. Request for Amendment

- a. The parent may request the school to amend information in their child's education records if the parent believes that the information:
  - is inaccurate;
  - is misleading; or
  - violates the student's privacy rights or other rights.
- b. The parent must submit the request in writing to the Site Administrator to explain which information is being challenged and the reasons for their objection to the information.
- c. Within ten school days after receiving such a request, the Site Administrator must inform the parent in writing of the determination, the reasons for the decision, and the right to appeal.

## 10.7.2. Appeal

The parent has the right to appeal the determination to the Site Administrator or school designee within ten school days after receipt of the Site Administrator's letter. The Site Administrator or designee shall hold a hearing with the parent within fifteen working days of receipt of the appeal.

#### 10.7.3. Hearing

Upon a parent's request, the school is required to provide an opportunity for a hearing to challenge information in the student's education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The parent's request for a hearing should be forwarded to the Site Administrator or designee.

- a. Requirements:
  - the hearing must be scheduled within fifteen working days after receipt of request;
  - reasonable notice must be provided to the parent of the date, time, and place of the hearing;
  - the hearing must provide the parent a full and fair opportunity to present relevant evidence, and the parent may be assisted by an attorney or other individual at the parent's expense;
  - within five working days after conclusion of the hearing, the Site Administrator or designee must inform the parent of their decision in writing; and
  - the parent shall be notified of the decision by certified mail.

- b. If, as a result of the hearing, it is determined that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the charter school personnel must amend the information accordingly. The charter school personnel are responsible for informing the parent in writing that the information has been amended.
- c. If, as a result of the hearing, it is determined that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the Site Administrator or designee must inform the parent of their right to place in the student's school records a statement commenting on the disputed information or setting forth any reasons for disagreeing with the information. Any such explanation that is placed in the student's records must be maintained by the charter school as part of the student's records. If the student's records or the contested portion is disclosed by the charter school to any party, the explanation must also be disclosed to the party.

#### 10.8 ANNUAL NOTICE OF PARENTAL RIGHTS

# 10.8.1. The charter school is required to notify parents annually of their right to:

- inspect and review the student's education records;
- b. seek amendment of the student's education records that the parent believe are inaccurate, misleading, or that violate the student's privacy rights;
- c. disclosure of personally identifiable information unless an exception applies; and exception applies; and
- d. file an administrative complaint regarding alleged noncompliance with records requirements.

10.8.2. The charter school is required to provide annual notice about these rights in a manner that effectively notifies parents who are disabled, or who have a primary or home language other than English.

# **APPENDIX**

# American Preparatory Academy 2018 CHARTER SCHOOL EXPANSION AMENDMENT REQUEST

Schools Requesting to Operate Additional Campuses





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# **EXECUTIVE SUMMARY**

# 4 Page Limit

Provide a brief overview of your school, including:

- An overview of the mission and vision for the expanded school network
- Proposed model and target communities
- The outcomes you expect to achieve across the network of campuses
- The key components of your educational model for the expanded school
- The values, approach, and leadership accomplishments of your school or network leader and leadership team
- Key supporters, partners, or resources that will contribute to your expanded school's success

# American Prep Mission and Vision

It is our mission to provide an orderly, safe, and nurturing learning environment wherein contentrich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements. American Prep accomplishes this central mission by espousing the following tenets.

Schools achieve maximum academic success and student proficiency by:

- teaching skills to mastery levels,
- imparting valuable knowledge,
- transmitting the common culture that binds us as a nation, and
- exposing children to supreme examples of artistic and intellectual achievement.
- Mastery of a fundamental core of knowledge is essential to a child's achievement in later grades. Material should be coherent, sequential, content-rich, and challenging, and must be taught to mastery level by the teacher.
- Standardized testing is an essential tool for measuring student learning and teacher success.
- The formation of good character goes hand in hand with mental training.
- Serious scholarship requires a willing and enthusiastic mind, self-discipline, determination, patience, and humility.
- All children can learn, although their pace may differ, and their response to higher standards is improved performance.
- The school must be structured to support parents so that they may play an active role in all aspects of their child's education.

This vision has been realized in Utah where American Prep opened its first school in 2003. The school opened at capacity, with a long waiting list. Parents, students, and teachers shared a common vision and created a school where students were challenged academically and were given the leadership skills they would need to "change the world for the better." Over the years our scores continued to climb and wait lists continued to grow¹.

**Executive Summary** 

<sup>&</sup>lt;sup>1</sup> See Utah Growth and Waiting Lists



Since 2003, American Prep has expanded to a network of seven campuses in Utah. American Prep opened its first campus in Las Vegas, Nevada in Fall 2014. We are applying to expand our Nevada network by opening a second Las Vegas campus in Fall 2020 for the purposes of: offering American Prep's successful programs to additional Nevada students, reducing our waiting lists, and creating a solid pipeline of elementary students to strengthen our secondary program.

# Model and Target Community

The model of having two, K-6 elementary schools which feed into one 7-12 secondary school has proven very effective in Utah. We hope to follow this model by building a second elementary school that will feed into our current secondary school. For this reason, we intend to locate the new school as close as possible to the existing campus. This proximity is convenient for parents and will also support coordination and training at both campuses.

The target community for this expansion will be similar to the existing American Prep community – we will seek families primarily in the southwest valley of Las Vegas that wish to enroll their children in an academically rigorous environment that uses classical education methods and curriculum to prepare their student for university study.

In order to maintain poverty levels consistent with surrounding schools, we may offer priority enrollment to those students who qualify for free/reduced lunch.

#### **Outcomes**

As we expand and add another K-6 elementary school, we expect to share the American Prep experience with more students and families. We will hire locally, train new teachers, and create the proven and successful culture of academic success.<sup>2</sup>

This new elementary school, in conjunction with the existing elementary students at the Sunset school, will provide the ideal numbers of students to feed into the 7-12 grade secondary grades at Sunset. Having sufficient enrollment at the secondary level allows the school to expand its course offerings and better prepare students for college.

# Key Components of the Educational Model

Since the expanded school will be an elementary school, the key components of our educational model will include our small, achievement-level groups:

- Every student is taught in small groups of 8-12 at his/her academic level in Reading, Language Arts, and Mathematics according to pre-assessments.
- Weekly evaluations are tracked and monitored by teachers, instructors, and directors to
  ensure mastery. Students who are falling behind are identified in weekly team meeting
  discussions. An action plan is developed to address the student's needs.
- During follow-up team meetings, action plans are evaluated for effectiveness. Group level testing and change may be recommended if an action plan is not successful.

**Executive Summary** 

<sup>&</sup>lt;sup>2</sup> See Letter from SPCSA, Nevada State Report Card, School Test Results, Utah School Rankings



• Academic group levels are fluid. Teachers, instructors, directors, or parents may request a level test be administered at any time if they suspect that a different placement may be more appropriate for a child.

Another key component of our educational model is to have a full-time teacher and paraprofessional in every classroom. This allows our student-to-teacher ratio to remain very low, thus giving each student more individual attention. Curriculum at the second Las Vegas campus will mirror the curriculum at the Sunset campus.

Finally, American Prep believes that mental training goes hand-in-hand with the formation of a good character. In order to establish an excellent institution and a loving, positive atmosphere, we build a foundation of virtuous character in our students and ourselves. We firmly plant these ideals into our institution through a "Builders" theme. All staff, parents, and students work together to "build" our school on these principles: Expectations, Effort, Enthusiasm, Encouragement, and Excellence.

# Values, Approach, and Leadership Model

American Prep was founded by parents in 2003. All of the original founders are still involved in the school, either through employment or on a volunteer basis. The school is built upon a foundation of parental involvement and support. We value our parents and families, and together we have built a culture of academic excellence and strong personal character.

American Prep has seen consistent results each time a new campus has opened<sup>3</sup>. This is achieved through a district-level support system where human resources, compliance, operations, finance, and academic support is consistent and organized through policy and process. Our training and coaching program is managed by key personnel and American Prep founders who frequently visit each campus to ensure quality consistency.

The high standard of academic excellence is maintained through an intensively selective hiring process and a rigorous training program. Our best culture ambassadors are hired as "coaches" and visit different schools each day to ensure the quality and culture of the model emanate throughout the network of schools.

The best teachers eventually have the opportunity to become academic directors at one of our campuses, overseeing a segment of grade levels (lower elementary, upper elementary, and secondary). These academic directors assist the coaches in ensuring that each classroom, every day, aligns with the American Prep model and method. The same academic directors will assign team leaders for each grade to assist them in this effort. Our leadership structure is very wide, giving a large number of American Prep teachers the opportunity to spread the culture throughout our network of schools.

**Executive Summary** 

<sup>&</sup>lt;sup>3</sup> See <u>Utah Growth and Waiting Lists</u>



# Accomplishments

Our American Prep Nevada campus has been highly successful. We retain 92% of our students and have <u>a waiting list</u> of over two thousand students who desire to attend our school. Under the direction of the local governing board, American Preparatory Schools' management, and the excellent teachers we hired and trained, the Sunset school has earned <u>4- and 5-star ratings</u> from the Nevada Schools Performance Framework.

In conjunction with the American Preparatory Education Foundation (a non-profit foundation that supports the American Prep schools) the Sunset school has raised over \$200,000 toward athletics, student clubs and the hardship fund. Through the annual Builders Carnival, club sponsored fundraisers, and a Fun Run, parents and community members come together to support our school.

# **Key Resources for Success**

American Prep's model is replicated successfully through an Educational Management Organization (EMO). The EMO is deliberately restrained in its expansion efforts, recognizing the need to maintain high standards of educating students at each American Prep location.

<u>Our EMO</u> is located in Utah and assists all American Prep schools with academic training, administrative training, human resources, financial management, operations, curriculum support, marketing, enrollment, compliance, running the character development ("Builders") program, website, as well as any other district support that the school may need.

The EMO's executive director and director of academics visit the American Prep - Las Vegas school at least weekly and hold monthly online trainings and other meetings as necessary. This district model as managed by an EMO has helped American Prep successfully expand with very positive academic and financial results.

As mentioned earlier, the support of the American Preparatory Education Foundation (APEF) is another key resource. APEF helps us translate community support into great extracurricular experiences for our students.



# **MEETING THE NEED**

#### TARGETED PLAN

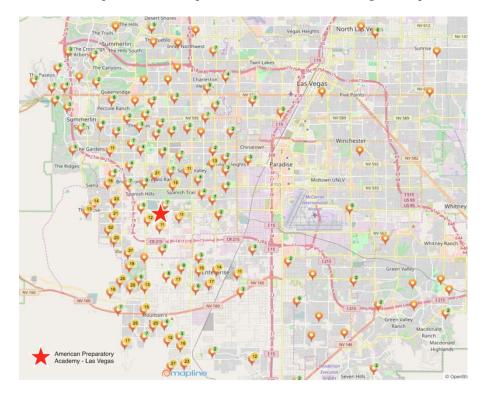
(1) Identify the community you wish to serve as a result of the expansion and describe your interest in serving this specific community.

American Prep will serve families that are dedicated to a classical education model within the Las Vegas valley. We will be conducting outreach efforts specifically to areas within a 5-mile radius of the campus, while involving the local communities and neighborhoods. Under the direction of the Board of Directors and district team, our outreach efforts will include, passing out flyers, holding information sessions, conducting tours, placing local advertisements and social media advertising.

The most important and effective outreach is conducted by our current, dedicated families. We will leverage their involvement and successful experiences at American Prep to encourage their friends and families to enroll in our lottery.

In order to maintain poverty levels consistent with surrounding schools, we may offer priority enrollment to those students who qualify for free/reduced lunch.

The current geographical spread of students for our Sunset campus is demonstrated in the picture below. We expect a similar spread for the second Las Vegas campus.





(2) Explain how your expansion model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

# Current Waiting List

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Count	727	368	276	227	238	219	214	133	118	90	37	22	10	2679
% of total	27%	14%	10%	8%	9%	8%	8%	5%	4%	3%	1%	1%	0%	100%
	85%					15%								

As you can see from the table above, we have a large waiting list. 85% of the demand is in the elementary grades.

# Elementary vs Secondary Distribution

Demand for our secondary seats is growing as our students are retained and promoted from the lower grade levels. Review the following charts to see our projected secondary growth:

2017-18 School Year - total 1500 students

Elementary - 900	Secondary - 600
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2018-19 School Year - total 1600 students - maximum American Preparatory of Sunset Campus

Elementary - 800	Secondary - 800
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2019-20 School Year - total 1600 students - maximum American Preparatory of Sunset campus

Elementary - 600 Secondary - 900
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From experience with our Utah schools, we have learned that it takes about 1200 elementary students to support a secondary school with 900 students. Building a new K-6 elementary school will allow us to enroll elementary students on our waiting list and promoted them into the secondary program. This model delivers the sustainable enrollment model shown below:

2020-21 School Year - total 2400 students - Sunset Campus and proposed Las Vegas #2 Campus



Elementary - 600

Elementary - 600

#### **GROWTH RATE AND RATIONALE**

(1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).

## Our six (6) year growth plan is as follows:

	Year	Plans	# of Students	Locations
Year 1	2018-19	No expansion	1600 students	Sunset campus
Year 2	2019-20	No expansion	1600 students	Sunset campus
Year 3	2020-21	Open Las Vegas #2	640 new students 1600 students 2240 total students	Las Vegas #2, location TBD Sunset Campus
Year 4	2021-22	No expansion	640 students 1600 students 2240 total students	Las Vegas #2 campus Sunset campus
Year 5	2022-23	Reevaluate for potential expansion (not planned)	640 students 1600 students 2240 total students	Las Vegas #2 campus Sunset campus
Year 6	2023-24	No expansion	640 students 1600 students 2240 total students	Las Vegas #2 campus Sunset campus



To be clear, the earliest American Prep would consider the need for further expansion would be in 2022, based on demand, quality, and staffing considerations.

(a) Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.

The rationale for this proposed plan is based on our estimates of retention and promotion. American Prep Las Vegas opened in 2014. By 2019 many of our students will be moving to the secondary program, and the limited space at the Sunset Campus must be increasingly dedicated to secondary classrooms. This reduces the number of seats available to elementary students, where our demand is the highest. If a second Las Vegas campus is approved, it will provide the space needed to enroll students from the waiting list. More importantly, it will create a sustainable model - where two elementary schools feed into a single secondary school.

American Prep has many years of experience with growth and expansion. The five-year time frame between opening the first and second campuses is a reasonable period to train teachers, solidify curriculum and teaching methods, build a strong American Prep culture, and develop leadership within the organization. The members of the governing board have also had time to learn their roles, establish proper patterns of leadership, and work with school administration to address challenges and opportunities facing the school. This is evidenced by the 4- and 5-star ratings earned by Sunset within the Nevada Schools Performance Framework. In short, five years is adequate time to establish stability through the inevitable changes opening a new campus will bring.

- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them. Examples may include:
  - a. Inability to secure facilities/facilities financing;
  - b. Difficulty raising philanthropic funding;
  - c. Insufficient talent pipeline/difficulty recruiting faculty;
  - d. Insufficient leadership pipeline/difficulty recruiting school leaders;
  - e. Misalignment between the founding school and leader and new campuses and leaders, and:
  - f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.



## Risk #1 - Inability to fill to capacity

The primary risk to a charter school is the inability to fill the school to the planned capacity. When opening a new charter school in a new state, the risk is increased because the school is positioning a new "product" into a new "market" without a clear demand and without a positive local track record.

This risk is mitigated significantly when opening a second campus. Members of the community and friends and family of the current students have seen the positive results of an American Prep education. American Prep has a strong brand supported by academic results published by the state of Nevada. We enjoy a considerable <u>waiting list of families</u> that would like to enroll in the school. In fact, we would only need to enroll about 25% of the list to completely fill a 640-student elementary school. We will plot these interested families on a map as we select the best location and estimate how many potential students would actually choose to attend our school.

We have a history and track record of success<sup>4</sup>. The first American Prep campuses in each state were established by parents, in a "grass-roots" effort. The governing board members were both qualified, and highly invested in the success of the school. This built a huge network of interest and support that led to amazing enrollment results. The experience of American Prep has been that every campus in every location (two different counties in Utah and one in Nevada) has always enrolled to capacity.

# Risk #2 - Securing Facilities and Financing

Securing facilities and facility financing can also be very challenging aspects of opening a new school. Our management company, American Preparatory Schools ("APS"), has been actively searching for property suitable for the Las Vegas 2 campus. APS has sought suitable property for eight other (8) campus locations, so they have extensive experience in choosing affordable and functional properties for charter schools. They will ensure that all certificates and inspections are obtained prior to the commencement of school. APS also has an advantage in seeking financing for a new campus by using their reputation to receive favorable financing rates. For example, when APS seeks bank financing for a new school, the bank is able to evaluate the credit risk of the new school by looking at other APS managed schools<sup>5</sup>.

## Risk #3 - Insufficient talent pipeline - recruiting faculty and leaders

Another risk that we have addressed is an insufficient talent pipeline and the ability to recruit quality faculty. From our experience, this challenge is greater in recruiting and staffing qualified Science, English, and History teachers at the secondary level. This particular challenge will be less of an issue when recruiting for an all-elementary school; however, we are realistic in anticipating that we will still be challenged in finding the best staff and teachers for the new school.

One of the advantages of opening a second campus, is that there will be more opportunity for staff to advance to leadership positions. There will be at least three (3) new "director-level" positions at

<sup>&</sup>lt;sup>4</sup> School Test Results, Nevada State Report Card, Utah School Rankings

<sup>&</sup>lt;sup>5</sup> Utah Facilities Expenses, Financing Details



the new campus, as well as opportunities for teachers to develop into team-leaders and coaches across the network. Often when opening a new school, it is a great challenge to identify and quickly train the right individuals for these leadership positions. We are very excited to have some of our existing all-star American Prep teachers move up into these leadership positions at the new campus.

Another advantage is having an EMO with campuses across multiple states, which provides an opportunity for teachers to move unilaterally from Utah to Nevada. A few employees from American Prep schools in Utah have moved to Nevada and are currently employed at the Las Vegas Sunset campus.

Our EMO recruits teachers from national forums (often through websites) and provides the recruits with options of worksite location. The EMO also recruits from local teacher hiring fairs in both Utah and Nevada. Often the fairs in Utah produce candidates that would like to work in Nevada.

It is important to mention that our EMO has a very high standard for the American Prep staff with teacher quality being the #1 goal, and teacher retention a close second. Because of these priorities, American Prep's recruiting and hiring processes are very refined. We believe that we will be able to successfully overcome any staffing challenges that may be encountered.

# Risk #4 - Misalignment between leadership teams

Because American Prep uses an EMO, there is not a risk of misalignment between the existing and new leaders. All leaders are recruited, trained and managed by the EMO. This changes the relationship from a potentially competitive one, to a cooperative environment where the seasoned leaders can offer support, advice, and mentorship to the new leaders.

(3) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

American Prep's EMO has helped build and initiate eight (8) schools in Utah and Nevada. With each school, the management company has learned new lessons.

When American Prep first opened in Nevada, it was the first time that the management company had started a school in an existing lease space. This was a significant challenge but the EMO brought in all of their experts and personnel from the organization to solve the problems that were presented. We utilized parents who wanted to enroll in the school to help remodel and furnish the facilities. Some of these parents also had contacts at the SPCSA, fire department, local contractors and suppliers, and community developers and we were able to leverage these relationships to help us overcome the challenges that confronted us in opening the new school.

At the Las Vegas- Sunset campus, American Prep has had to address significant traffic issues. At a charter school without a bus program, we have to route hundreds of cars through our facility twice each day at drop-off and pickup. This has created a significant challenge. We have developed and



refined our system through multiple iterations to minimize the traffic on-site at any given time. We recently purchased additional property that we believe will finally resolve this issue.

American Prep's EMO operates under a process of continual improvement. Each school opening allows opportunities to refine those processes based on the purposeful evaluations of previous experiences. The EMO often calls Las Vegas- Sunset their best campus yet and anticipates that we will be able to make even more improvements for Las Vegas 2.



#### PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.

Parents who have students on our waiting list have played a crucial role in American Prep's decision to pursue this expansion. Due to the <u>overwhelming demand of the list</u>, we decided this expansion is a step in the right direction for the community. Although we have not physically involved parents in this proposed expansion since it is not public knowledge, we are confident this step will be enthusiastically accepted by our eager parents on the waiting list.

(2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

# Engage community (approval to opening)

Upon approval of the expansion, there will be a public announcement. At that time, we will enlist the help of parents within the community to "spread the word" by handing out flyers in neighborhoods, posting on social media forums, and talking about the expansion with their family and friends.

Our parents have been consistent in helping American Prep's successful campus openings by creating committees to oversee different tasks, donating warehouse space, lending moving trucks, and volunteering relatives for labor intensive jobs such as: repurposing desks, moving furniture and installing whiteboards.

We have learned that one of the biggest things our parents can help us with is storage space. We'll ask parents to identify and volunteer space for American Prep to store furnishings, fixtures and equipment (FF&E), curriculum, and textbooks that we may want to place into the new school. By securing storage space early in the process, our procurement team can immediately begin to purchase these items. With the benefit of time, our procurement team is able to buy more than 80% of our FF&E second-hand. This procurement process contributes significantly to our ability to utilize our financial resources to optimally serve our students.

In conjunction, parent volunteers are very important in providing the labor required to transport such FF&E from their original location to a storage space. We often solicit this help from community members that are not parents of American Prep but are excited about the prospect of assisting a school that their child may attend in the future.

Once a building is move-in ready, we ask parents, students and other volunteers to paint walls, install bag hooks, help with the classroom set-up, label textbooks and dockets, organize workrooms and clean windows. We are confident that our existing and new families at the proposed Las Vegas 2 campus will be involved in the expansion process.



### Establish Buy-in and Parent Priorities

American Prep is confident in the parent and community buy-in for this expansion due to the ever growing <u>waiting list</u>. We have also discovered that when parents participate in the rigorous labor required to open a school, they experience immense buy-in toward the success of that school. Additionally, this helps the parents and students appreciate and care for the furniture and fixtures a little more.

We know that our parents' priority is first and foremost their child's education and American Prep is where they'd like their child to gain this education. We welcome all positive, effective and concise communication from parents through email, phoning our office and/or contacting us through our website.

In addition, the governing board will hold regularly scheduled board meetings to keep the public apprised of any developments related to the school's construction, staffing, lotteries and enrollment, etc. The board meetings for the expansion will be posted on our website and our existing school building with 72 hours advanced notice.

These public meetings are advertised to ensure that parents, neighbors and the community are able to voice their opinions, concerns and assist the board in understanding their priorities as parents. These board meetings will continue to be held during the transition process and post opening. There is also a board member who is appointed as the Parent Advocate who can meet privately with parents to address any concerns.

(3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

#### **Engage Parents**

American Prep engages our parents daily by sending home parent communication via Learning Plans with each elementary student. Weekly school newsletters sent via email and in take-home dockets provide constant information about upcoming school-wide events and special schedules for class or grade activities which always extends invitations for parental involvement through volunteering to help in those events and activities.

At the beginning of the school year and shortly after the year begins, American Prep holds on two separate nights, a Meet the Teacher Night and a Back to School Night where parents, students and teachers can meet and discuss the upcoming the school year expectations and get to the know one another better, creating a friendly environment where they can discuss their student's progress.

We have an "open chair" policy in all our classrooms where parents are invited to come and observe instruction at any time. We offer Parent-Teacher Conferences three times a year where parents can meet with the student's teacher one-on-one to discuss progress and give and receive feedback.



There are many opportunities for parents to be involved at the school, including weekly assemblies for the K-6 grades where parents are invited to come and watch as students "Show What They Know." These assemblies help parents see what their student is learning in class and gives the student the opportunity to show their parents the progress they have made in that subject.

American Prep also holds several assemblies where parents, neighbors and the community are invited to observe their students' performances, including the Veterans Day, Builders, and Memorial Day assemblies.

## Family-school partnerships, Parent commitments

All families are required to come to at least two all-school meetings per year, where they will be taught how to participate in American Prep's programs. Parents of students in grades K-6 are required to read and sign the student's Learning Plan daily. This signature is checked daily by the teacher, and statistics are maintained with regard to parent compliance in this task.

Parents are required to assist students in completing daily homework assignments (as needed) and are to communicate any problems or issues with the teacher via the Learning Plan daily. Elementary and secondary parents are given a login to review student grades via the Infinite Campus system. Secondary homework assignments are recorded on a daily planner for parents to review.

American Prep asks families to provide 20 hours per year of volunteer service. All parents are trained, provided Volunteer Guidelines, and invited to participate in the committees or projects that are of interest to them. Volunteer hours are tracked on weekly communication envelopes. During the last quarter of the year, parents who have not completed their 20 hours are invited to participate in special projects so that they may meet the required hours.

Some of the activities and programs that our families and the community are involved in are: Fall Carnival, Builders Assemblies, Veteran's Day Assembly, Winter Music Concert, Reading University Assemblies, Spring Music Concert, Spelling Bee, Geography Bee, Speech Festival, Science fair, Memorial Day Assembly, and our 5K Fun Run.



(4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 11, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Community involvement is an incredibly important aspect of American Prep's mission. We have the support and partnership of American Preparatory Education Foundation, a non-profit 501(c)(3) whose mission, "provides energy, focus, and expertise as it raises funds for capital improvements, program enhancements, and scholarships to students, parents, and educators connected with American Preparatory Academy (American Prep) schools.

The foundation's mission is to enhance the American Prep experience for our students and to provide that experience for an increased number of students and families. This has been helpful for the current Sunset campus in raising funds and providing tax write-off donations for the public who donated money for the following programs: the athletic department, purchasing band equipment, lockers for high school students and equipment for the drama club.

We recognize the importance of having community partnerships and will continue to seek such relationships for the benefit of our student population. American Prep will continue to build and strengthen the relationships we have with current volunteers, organizations, and businesses and will look to expand as those opportunities present themselves.

Please see Attachment 11 for letters of community support.

(5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

We have learned that the parents in the southwest corridor, our targeted community, are looking for an academically-rigorous classical education program and are willing to have their children in school for longer hours in order to obtain that. Parents of potential students have flooded our doors with requests for open spots in seeking any availabilities within our school. We have received thousands of applications to date and have concluded that expanding our school with a campus dedicated to grades K-6 will create available openings for new students of all grades K-12.

The parents in our community are highly supportive and ready to volunteer and serve at the school in our many highly successful community events. Some of those events include: an annual carnival, fun run and assemblies and concerts which parents are highly motivated to contribute to, with volunteer hours, cash donations, gifts-in-kind donations and advertisements on behalf of their children's education.



We have provided outreach to the local community through information meetings, our website, and other local advertising. Our monthly board meetings are open to the public, and we have utilized social media (Facebook, etc.) to provide information, increase awareness, and to receive feedback for/from the local population. These are the strategies that we have implemented to learn from and engage the neighborhood, community, and city/county.

With regard to non-parent community members, American Prep has received a very positive reception within the community. Our neighbors have visited the school and been complimentary about our processes and our students. With the proposed expansion, we will continue to positively impact the southwestern corridor and include more families and neighbors in our school community.

(6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

Our EMO is our primary partner in planning for the second campus, providing human resource management, financial planning, seeking viable properties, building design, and aiding in construction. The architect of our Sunset campus (Ed McDonald of Elm Group) has been collaborating with APS as they seek out a property for the American Prep-LV #2 campus. Request for proposals from contractors will go out to contractors in the area and a reputable contractor with the most valuable proposal will be chosen to take the school through the planning and permitting processes, and then through the construction process.



# **ACADEMIC PLAN**

#### **MISSION & VISION**

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

It is our mission to provide an orderly, safe, and nurturing learning environment wherein contentrich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements.

American Prep will serve families that are dedicated to a classical education model within the Las Vegas valley. We believe setting high expectations, requiring hard work, and supporting students as they overcome obstacles to success.

We envision a top-tier academic and talent-building school where parents can be confident that their child will reach maximum academic proficiency, be prepared for university study, and develop strong interpersonal and leadership skills. In short, we strive to produce students that will be prepared to change the world for the better.

Success looks like students who actively engage in learning, who make academic progress as measured by regular assessments, and who become leaders. Leadership skills include showing respect and knowing how to behave in common social and business environments.

(1) Explain whether the proposed mission and vision for the network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications. Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

The proposed mission and vision for the Las Vegas 2 Campus is the same as our existing American Prep Sunset Campus. We will be able to maintain consistency and coherence in several ways.

The EMO will train the new campus leaders and teachers, just as they did with the Sunset Campus leaders. The administration and teaching staff of both campuses will have regularly scheduled meetings together. We currently have a network-wide (Utah and Nevada) leadership and coaching program that will ensure both campuses are continuing to carry out American Prep's mission and vision.



#### **CURRICULUM & INSTRUCTIONAL DESIGN**

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

- (1) Historical Performance
- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. However, a school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics. *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.*

Please see <u>Attachment 25</u> for school data and <u>Attachment 27</u>, a letter from the SPCSA congratulating our Sunset school as a leading performer.

(b) **Interventions**: Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

American Prep's past performance has met and exceeded the organization's expectations to date. We realized that in some areas we could improve as an organization and thus we've taken these opportunities to do so.

We noticed our students were turning out low SBAC test scores and we were unsure why. After looking at the tests and then our curriculum lessons, we realized that the verbiage and format that we were teaching our students differed from that of the tests. The information was correct, however the execution of our information needed to be adjusted to align our curriculum lessons with the SBAC test. We have offered training to our teachers on how to mitigate this issue and will continue on-going training classes. We anticipate that our scores will improve year to year. It is our goal to reach 80% proficiency.



- (2) Academic Vision and Theory of Change
- (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

The following items are non-negotiable as part of our model:

- Direct Instruction programs
- Precision Teaching methods
- Core Knowledge Sequence for the curriculum base
- Classical Education emphasis with Latin and Logic courses
- Small, achievement-leveled learning groups in the elementary grades in the subject areas of reading, spelling, and math
- All academic programs are research based and field tested
- Daily and Weekly assessment of learning outcomes
- Teachers meet regularly as teams to refine their academic guides and collaborate on lesson planning and class schedules
- Music, Art, Computer, and Foreign Language class options
- Character and Leadership education programs

These items are constant, and do not vary.

- (3) Performance Management
- (a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole. What performance management systems, processes, and benchmarks will the school use to formally assess this progress? Explain how the school addresses underperformance and describe the corrective action plan procedures.

Student performance is assessed and tracked on a weekly basis. These weekly reports identify student-level and groups-level underperformance. The teachers, instructors, and Academic Director address these deficiencies in weekly team collaborative meetings and suggest and implement timely interventions. The campus Academic Director may also identify and address teacher ineffectiveness with extra instructional support, coaching, or targeted professional development where indicated. American Prep is constantly looking for ways to assist staff in addressing any concerns or issues to ensure student success.

At the conclusion of each school year, end-of-year assessment data is reported and organized into a Comprehensive Needs Assessment (CNA). The CNA includes demographic, attendance, behavior, and assessment data. Also included in the CNA are the results of the annual Parent Survey. This



anonymous Parent Survey evaluates, among other things, the satisfaction of parents with the quality of the academic program and their opportunities to participate in the schools.

American Preparatory administrators annually invite select staff and parents from each school to participate in a District/School Planning Meeting. This Committee reviews the Comprehensive Needs Assessment and analyzes areas for potential improvement. District/School Plans are developed with goals, action steps, and budget relationships.

(b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.

If enrollment did not meet the break-even budget target, and we were not able to remedy this with other revenue sources for 2 consecutive years, a petition to close would be considered by the board.

If our students perform academically in the bottom 5% in the state of Nevada, overall (all grades and subjects tested) for 2 years without improvement, a petition to close would be considered by the board.

(c) College Readiness (HS Only): Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.

This application is for a K-6 campus, so this section is not applicable.

(d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

American Prep uses academic, financial and operational metrics in determining its readiness for replication. Academically, our elementary school has received a 4-star rating and our middle school has received a 5-star rating. Our high school has yet to receive a star rating due to a lack of information used in the Nevada School Performance Framework. This year we will have our first graduating class which will provide this information. However, our standardized test results in our high school were higher than the average for Clark County (see Attachment 25).

Financially we have received a clean audit and have roughly \$1.8 million in reserve with a very healthy cash flow. Operationally our school has had consistent enrollment in all grades over the past 4 years and we have very strong wait list numbers in grades K-6. Due to the academic, financial, and operational success of American Prep's Sunset campus, we are confident that this is the time to replicate our model and open a second campus in Las Vegas.



### PROGRAMS OF DISTANCE EDUCATION (Distance Education Expansion Amendments)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- 1) Describe the system of course credits that the school will use.
- 2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- 3) Describe how the school will ensure students participate in assessments and submit coursework.
- 4) Describe how the school will conduct parent-teacher conferences.
- 5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

This does not apply to our school as we do not offer any distance education classes.

PRE-KINDERGARTEN PROGRAMS (All Operators Currently Operating or Proposing to Operate Pre-K)

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a subrecipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at Nevada Department of Education – Early Learning and Development site. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

- 1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- 2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both



- state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- 3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- 4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.
- 5) This does not apply to our school as we do not offer a preschool program.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (New High School Amendments Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- 1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- 2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- 3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

This does not apply to our school because we are applying for a K-6 elementary school.



#### **SPECIAL POPULATIONS**

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students: SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

- 1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
- 2. SPCSA schools develop programs to support the needs of their students.
- 3. SPCSA schools do not counsel or kick any students out.
- 4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
- 5. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.
- 6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student

American Prep Las Vegas aligns our Special Education Program with complete fidelity to <u>IDEA</u>. Additionally, American Prep Las Vegas, under the guidance and requirements of the Nevada State Public Charter School Authority, created the American Prep Las Vegas Special Education Guidance Manual, Model Policies and Procedures Document. This document, in conjunction with the Federal Laws governing IDEA are the essential primary resources and references used at American Prep for Special Education Services. The SPCSA approved the American Prep Las Vegas SpEd Guidance Manual in 2017.

### **Special Education**

(1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.



# Special Education Team Organizational Chart



\*employees of the EMO

#### **Curriculum and Model**

Our campuses continue to use a highly effective research based instructional model with a proven track record of creating high academic outcomes for special populations for the last 15 years at the American Prep campuses in Utah<sup>6</sup>. This model has been successfully replicated at the Sunset campus location for the last 4 years in Nevada<sup>7</sup>. Using this proven model, American Prep has been achieving high academic outcomes for students with disabilities, including students with mild, moderate, and severe disabilities for each of those years. The model was based on a highly successful school in Colorado – Cheyenne Mountain Charter Academy, now known as <a href="The Vanguard School">The Vanguard School</a>. The school focuses on rigorous academics, virtuous character development, and utilizing small achievement-level groupings in elementary school – all in a fun and enthusiastic environment.

<sup>&</sup>lt;sup>6</sup> See Utah Special Education Data

<sup>&</sup>lt;sup>7</sup> Las Vegas Special Education Manual available upon request



## **Multidisciplinary Team**

- Campus Academic Director
- Special Education Case Managers
- Psychologist
- Teachers
- Instructors

The first step of the instructional model is the collection of academic and behavioral data through assessment. This data is used by the Campus Academic Director to place each student in the appropriate ability-level group for each subject. The data identifies the student's level of mastery in reading, math and spelling before entry into the academic environment.

The next step is to continue to gather data and make adjustments to each student's placement as needed. Teachers collect and report comprehensive academic and behavioral data for each student to the Campus Academic Director weekly. The Campus Academic Director organizes and sorts the data for the Multidisciplinary Team (MDT) to review. The team identifies any students who are not at mastery (80%) or performing below grade level and apply a Response to Intervention (RTI).

The MDT has the responsibility to identify what RTI strategies may be implemented to improve the student's performance. They will apply those strategies, document the duration of implementation and the results of each intervention and determine if the strategy is successful in supporting the student to mastery academically and/or behaviorally. Ultimately, the Campus Academic Director is accountable for improving and reporting those outcomes to the Executive Leadership, who reports to the board at annual and quarterly performance reviews.

#### Executive Leadership Team

- Executive Director
- Executive Academic Director
- District Academic Director
- District Special Education Coordinator

These individuals have over 60 years combined experience in education and have been employed in the capacities of curriculum creation, instruction training, district level administration and teaching at American Prep.

This team is responsible for creating, monitoring and improving all curriculum, including reading, math and spelling courses taught at American Prep. The Executive Team reviews weekly reports from each campus and holds the Campus Academic Director and/or MDT accountable for high academic outcomes. They also consult and advise the MDT how to address particularly difficult student challenges or students not responding to RTI efforts.

#### Las Vegas Governing Board

The Board has been serving the American Prep Las Vegas Schools for over four years and is highly accomplished in the role of receiving and reviewing the regular reports generated by the



Instructional Leadership demonstrating the academic outcomes in performance for all student populations at APA, including students with special education needs.

Each of the five governing board members are leaders in the local business community with individual proven track records in creating professional success<sup>8</sup>

#### Track Record

The Las Vegas campus has only been open for four years, so we have limited data to show the efficacy of our Special Education program. However, <u>Attachment 32</u> includes data from the state of Utah where we have provided a broad continuum of services for many years. This data demonstrates the efficacy of the program American Prep uses to serve the special needs population.

(2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?

Child Find is a Federally Mandated element of IDEA and the State of Nevada. There are clearly identified protocols and procedures to accomplish the goals of Child Find. American Prep aligns its Child Find protocols to those two authorities as outlined in the American Prep Las <u>Vegas Special</u> Education Guidance Manual

Children may be referred to Child Find by parent, state or community agencies, private agencies, medical providers or facilities, private or parochial schools, preschool or daycare centers or others concerned with the child's needs.

Key elements of Child Find include but are not limited to the following protocols as described in the CCSD Special Education Services Manual<sup>9</sup>:

- Interventions are strategies, developed on the basis of individual need, designed to have a remedial effect upon any academic or behavioral difficulties of a student.
- Performance in the current educational setting means the behavioral and academic functioning of a student in the environment in which the majority of the student's education occurs. Additional NAC criteria exist for determining a student eligible under the classification of Specific Learning Disabilities.
- Scientific Research-based Intervention means the modification of the classroom
  environment, curriculum or delivery of instruction in the general education settings, which
  is based upon an examination of the characteristics of the student as a learner, the
  instruction being provided and the curricular task to be accomplished and targeted toward
  improving the student's level of performance and rate of learning. The modification of the
  classroom environment, curriculum or delivery of instruction is demonstrated through
  scientifically based research and practice to have a positive impact on the student's
  academic achievement or behavior.

<sup>&</sup>lt;sup>8</sup> See <u>Board Member Resumes</u>

<sup>&</sup>lt;sup>9</sup> CCSD Special Education Services Manual, section 4.1.4, no page number. Revised 3/21/12 GAC 1393.13



Additionally, American Prep works in cooperation with other agencies, in the county to:

- Locate all children and youth with disabilities from the ages of 5 through 21 in the counties of which the school(s) reside and/or provides services. American Prep is not serving students from the ages of birth to 4 years old. Naturally, that age of student population will not be attempted to be locate.
- Identify and refer individuals suspected of having a disability for evaluations as per the RTI protocols in place as listed above.
- Provide information to the community about the Child Find project and increase awareness about the educational rights of individuals with disabilities and their parents, through the following methods:
  - o Newspaper articles and other media
  - o Correspondence with community members in the usual business of notifications about the opening of the new charter school in the area during enrollment activities.
  - o Annual screenings in school for vision and hearing.
  - o After being selected in the lottery for enrollment and only after actual enrolment to attend the American Prep School is fully completed and accepted by American Prep.
  - o Annual Teacher training on identifying potential disabilities at Teacher training week, Pre-service or Professional development.
- Maintain a child identification log indicating which children 5-21 years of age are receiving special education and related services and which children were found to be not eligible for service. The log contains the following information, if applicable, on all children referred for evaluation:
  - o Student Name
  - o Age
  - Date Referred
  - o Date Evaluated
  - o Date Service Initiated
  - o Disability Category
  - o Reason for Not Serving

## Before Making a Referral

When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before a referral is made, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom. This is called RTI, Response to Intervention. It is tracked at American Prep on a specialized form called the "Huddle Form". Data is collected over a specified period of time (6 to 8 weeks) which reports what intervention was used, for what period of time and to what result. That data is reviewed every week to insure proper attention is given to the particular student situation to ensure responses can be timely for the best possible outcomes.

#### General Education Interventions

If a student is experiencing an educational or behavioral difficulty but is not suspected of having a disability by the charter school, the charter school may attempt to remediate such difficulty through



providing scientific, research-based interventions, in line with Positive Behavior Interventions and supports<sup>10</sup> (called RTI) as identified above.

The Nevada Administrative Code<sup>11</sup> (NAC) defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures shall be used by the school whenever a particular student is experiencing academic or behavioral difficulty:

- 1. Develop an intervention plan for the student, to include:
  - A description of the academic or behavior concerns, and the degree to which the student's academic or behavior performance fails to meet the demands of the educational setting;
  - b. The interventions to be provided, which are targeted toward improving performance and increasing the rate of learning.
  - c. The data to be collected to measure the student's level of performance and rate of learning.
  - d. The frequency of data collection; a description of how the data will be summarized; a description of how intervention effectiveness will be evaluated; a schedule for evaluating intervention effectiveness.
- 2. Provide a copy of the intervention plan to the student's parents.
- 3. If the eligibility team intends to determine eligibility for SPECIFIC LEARNING DISABILITIES based upon the child's RESPONSE TO INTERVENTION, American Prep will provide the "NEVADA DEPARTMENT OF EDUCATION POLICY STATEMENT RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION" document to the student's parents. This Policy Statement is not required if the student's eligibility for SPECIFIC LEARNING DISABILITIES will be determined based upon the discrepancy analysis model.
- 4. Based in part on the results of the targeted, scientific, research-based intervention, determine whether the student is suspected of having a disability and should be evaluated for special education eligibility.
- 5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the charter school must:
  - a. Conduct the initial evaluation if the charter school agrees that the student is suspected of having a disability; **or**

<sup>&</sup>lt;sup>10</sup> Positive Behavioral Interventions & Support - Research

<sup>&</sup>lt;sup>11</sup> (NAC) §388.325



b. Provide PARENTAL PRIOR WRITTEN NOTICE of its refusal to conduct the initial evaluation (if the charter school does not agree that the student is suspected of having a disability). Any proposed refusal to evaluate a student must be discussed with one of the LEA's Special Education Programs Professional (EPP).

If the charter school determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if the charter school determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the charter school may refer the student for an initial evaluation.

(a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

American Prep does not offer Pre-K services, so this portion of the question is not applicable.

Enrollment at our campus begins with a lottery. Once a student has been given a seat at our campus, the parents complete registration documents, which include data about medical conditions, previous use of special education services, speech and language services, and accommodation plans. As part of our registration process, each incoming student receives an assessment to place them in the appropriate academic classes. This is another time that we ask if they have an IEP and ask for it to be transferred to our campus. The person completing the assessment also leaves notes if they have concerns that would start the RTI process.

(b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?

The school will be a K-6 elementary campus, so this item is not applicable.

(c) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

The State of Nevada and the Federal Government have identified generally acceptable ratios of identification within a demographic of a region. There are protocols in place to notify an academic organization reporting ratios outside of those acceptable measures. The use of Infinite Campus, the student information system used by the State of Nevada, automatically enrolls American Prep into the reporting system within the State of Nevada's measures and controls for this and many other measures required by IDEA.



# Strategic Intervention Assistance<sup>12</sup>

The 2004 reauthorization of the IDEA requires Nevada to have in effect policies and procedures designed to prevent the inappropriate over identification or disproportionate representation by race and/ or ethnicity of children as students with disabilities. There is also a heightened priority on considering the extent to which a student has been provided appropriate instruction and instructional supports prior to, or as part of, the special education referral process, including review of any data-based evidence of student progress relative to instruction. Specifically, NAC requires that educational interventions be implemented and evaluated **before** a student can be determined eligible for special education as having either Specific Learning Disabilities or Emotional Disturbance.

(3) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

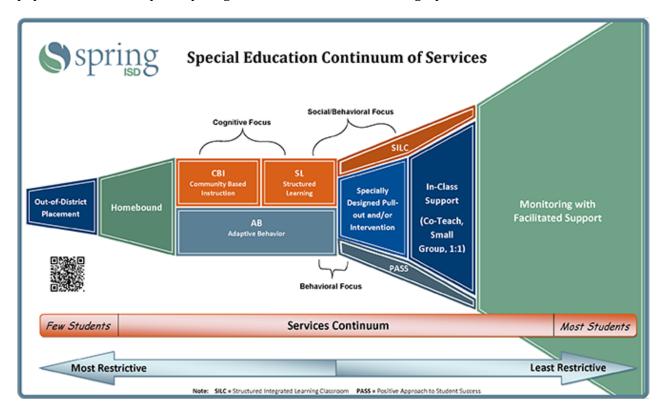
American Prep will offer the full continuum of services for students with a range of disabilities including intellectual, learning and/or emotional. Services for all students will be determined using data collected by the PLT team and consensus amongst the IEP team. American Prep does not intend to offer complete programs related to specific disabilities (Autism, ED, etc), but plans to determine services on an individual basis.

The resources and personnel used to provide these services will include but not be limited to the Special Education case management staff, paraprofessional staff and additional related service providers needed and identified by the IEP Team. Administrative responsibilities will include general supervision of services and personnel involved both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the possibility of services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

<sup>&</sup>lt;sup>12</sup> 4.1.4. CCSD Special Education Procedures Manual, 2012



The general representation of how those services would be tiered and what amount of the population would be participating in what level is shown in the graphic below.



(4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?

We will be conducting outreach specifically to areas within a 5-mile radius of the campus, to involve the local communities and neighborhoods. We will try to attract families with parallel ideologies to American Prep. We wish to serve a community of parents that support our alternative model of education, and will conduct outreach through flyers, information sessions, tours, local advertisements, social media advertising, and, most importantly, through outreach conducted by our current dedicated families.

As part of our monthly open house tours for prospective families, we clearly explain that our school is able to provide any and all services needed by a student's IEP or 504 upon enrolling in our school.

(5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?



American Prep uses a well-established electronic data collection and review protocol to identify on a weekly basis any student not at mastery (80%) in core subjects such as Reading, Math, Spelling and home room content.

The data is reviewed every week by the Multidisciplinary Team (MDT) to identify what measures have been taken, document those measures on the "Huddle Form," and identify what additional actions and interventions will be applied and documented through the Response to Intervention (RTI) process.

This process allows the MDT to monitor and respond to students in special populations in a highly responsive manner.

(6) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

American Prep will recruit qualified Special Education staff through social media, online advertising, and career fair and hiring fair opportunities. Due to the competitive nature of recruitment, establishing connections with colleges that share our vision and prepare graduates for success within classical schools is important. It is the intention of the American Prep Director to travel to expand recruitment pipelines and develop relationships with key educational institutions. Long-term, this enables the school to attract candidates that are in harmony with American Prep's mission and vision and substantively contribute to the accomplishment of such.

One of the best sources of qualified applicants is referrals from school stakeholders. Once a stakeholder comprehends and supports the mission and vision of the school, they often seek to help the school achieve their mission and vision by referring their similarly minded friends and family. American Prep will be careful to elicit referrals from employees and parents that share our vision.

All Special Education teachers and related service personnel will possess the appropriate licensure according to Federal and Nevada Law. In addition to this, individuals will be selected based on their attitude, work ethic, commitment to the American Prep mission & vision, and love for children. To ensure that American Prep secures the top talent in the state of Nevada, American Prep will offer competitive salaries and benefits with extensive professional development opportunities.

Once qualified staff is in place, formal evaluations will be conducted annually by administration to determine the quality of instruction and services that are being provided. Coaching will be provided during this process to improve instruction and individuals whose performance warrants, will be placed on a Strategic Coaching Plan according to American Prep's staff development policy.

(7) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?



American Prep will provide all-staff professional development prior to the start of the school year on Child Find, classroom interventions, the Multidisciplinary Team, and the purpose of Special Education. The Special Education Site Coordinator will lead small group or one-on-one sessions with grade level teams or individual teachers to discuss the specific modifications to curriculum and instruction that will need to be implemented based on individual student needs.

A member of the MDT will review each IEP with each teacher, collecting signatures from the staff to confirm that there is a clear understanding of the student's disability, needs for services and to discuss ideas for meeting those needs within the classroom. A member of the MDT will evaluate general education teachers both formally and informally on their ability to address the needs of students with disabilities during instruction. Individual feedback from these evaluations will be shared with the general education teachers, and campus administration may recommend additional professional development for specific staff members as a part of this process.

Additional professional development on the modification of curriculum and instruction will be provided by the Special Education Coordinator throughout the school year, as needed. The Special Education Case manager will perform "Specially Designed Instruction Observations" (SDIO) periodically to confirm that the student is in fact receiving the services provided for in the IEP. If there is discrepancy between the SDIO and the IEP, the academic director will make any needed correction to the teacher and another SDIO will be conducted to confirm the student is receiving appropriate Specially Designed Instruction.

All modification of curriculum, accommodations for students and identification of supplemental services are explored in the weekly PLC Meeting and reflected in the RTI documentation and in the final IEP.

(8) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

Discipline of students with disabilities is very specific and carefully protected by IDEA. American Prep follows the prescribed protocols as outlined by Federal Law and further outlined in the SPCSA approved <u>Las Vegas Special Education Guidelines Manual.</u>

Administration, as well as Special Education teachers, will be trained as to the rights of students with disabilities under IDEA. All staff will be made aware of the students that are protected under IDEA through collaboration with the Special Education Coordinator, Administrators and through the student information system (Infinite Campus).

Students with disabilities who have been removed from the school for more than 10 days due to inappropriate in-school behavior according to American Prep's discipline policy will be provided a hearing known as a Manifestation Determination meeting. As a part of this meeting, the IEP team will assemble to determine if the behavior that the student displayed was caused by the student's identified disability. If it is determined that the disability resulted in the student's misbehavior, the student will continue receiving services as prescribed by the IEP and the IEP team will create a



comprehensive behavior plan and conduct a thorough review of the provided services within the IEP.

If the disability was not related to the child's misbehavior, then the IEP team will conduct a review of the child's IEP, including the least restrictive environment and the child's placement. In some instances, the child may receive services in an off-site educational setting according to the least restrictive environment. Additionally, the IEP team may determine that specific students would benefit from homebound services according to health or behavior needs. All placement decisions are made by the MDT, are based upon the child's needs and are intended to improve the child's ability to access grade level content.

(9) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

APA monitors and evaluates the progress and success of students who qualify for special education services in two ways:

Firstly, by reviewing the special education proficiency reports and required federal and state statistical reports sent to the school from the SPCSA and the State of Nevada. These reports are reviewed by the MDT, forwarded to the executive leadership and then to the Board of Directors for review. Plans for improvement are identified and implemented. Where corrections or concerns need to be addressed, the MDT and the executive leadership team will identify required actions for that correction and then report to the executive leadership team who then reports to the Governing Board to seek input and approve plans for improvement. This helps the school stay in compliance with state and federal laws.

Secondly, the multidisciplinary team (MDT) reviews academic progress for special education students weekly in the campus MDT meetings. Students who are not at mastery or who are below grade level are identified and interventions are put into place to make the appropriate curriculum and instructional decisions that will insure their success. Those outcomes are then reported to the executive leadership team and then to the Governing Board at least annually.

Compliance with relevant state and federal laws is managed through the annual monitoring completed by the SPCSA on site. If there are findings of non-compliance in case files, corrections directed by the SPCSA are made and re-submitted for final evaluation.



(10) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?

At the beginning of the academic year, all parents are required to participate in the APA annual "Back to School Night" activities and orientation and the "Celebration of Excellence" event for new and returning families and students. This is when the expectations of parent participation are reviewed and each parent is required to sign an agreement to commit 20 hours of volunteer service time to the school annually. Additionally, parent teacher conferences are held twice a year. APA is an "open school" and we welcome parents to be in the school as frequently as they like in order to have better parent involvement.

APA provides students a Learning Plan Day Planner system in secondary and a weekly Learning Plan for elementary students for tracking all assignment and activity information. This is the primary tool of communication between parents and school and improves parent involvement in their students' educational experience.

(11) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

A distance education learning environment is not being provided. This section does not apply.



### **OPERATIONS PLAN**

- (1) Organization Governance Structure & Board Development:
- (a) Describe how the organization's governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on:
  (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campuses
- 1. As we invite 600 new students into our American Prep family, we will want to make sure that those students and families feel represented on the Governing Board. If they feel it necessary, the board may solicit applications for new members from the new population of families. The Board's roles and responsibilities will extend to represent the families at the new campus, and the new site.

As the school network expands into two campuses, the Board's focus will divert away from physical expansion of the American Prep network and converge onto the staffing needs, culture symmetry, and safety and performance replication at the new site. The Board's trusted management will divert some resources away from American Prep's Sunset campus, such as highly trained, quality teachers and administrators, in order to ensure a successful expansion at a second site. The Governing Board will also conduct half of their meetings at the new site and half of their meetings at the existing site.

- 2. The board may also implement a "representative" structure where certain board members are assigned to specifically represent certain campuses. For example, we may have one board member serve as the "parent advocate" for the Sunset campus and another board member serve as the "parent advocate" for the APA-LV #2 campus. This divides the responsibilities of the board and gives parents a single point of contact to the board.
- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.

Lee Iglody has significant experience in corporate law and finance. As a founding member of the board who was tasked with compliance, he invested the time and effort necessary to master the laws and regulations that apply to Charter Schools. In addition to his study of the law and regulations, he honed his operational and governance knowledge by attending conferences and spending hours in one-on-one meetings with other charter school administrators and board members, as well as the helpful SPCSA staff. Demonstrating his commitment to achieving the highest standard of governance, he has joined the Charter School Association of Nevada (CSAN) board of trustees and is an active member in its planning group. An avid supporter of school choice and the advancement of educational excellence for all students, he is in regular communication with national and local charter school advocacy and educational groups.

**Jonathan Gardner** is the Director of Strategic Sourcing at Caesars Entertainment, managing the sourcing, negotiating, contracting, and procurement compliance of \$200M+ annual facilities, engineering, and aviation spend. Passionate about education, Jonathan has also been a part-time/adjunct instructor at The College of Southern Nevada since 2008 and at other institutions prior. Jonathan is an MBA and has a Bachelor's degree in Statistics with an Emphasis in Actuarial



Science and a Minor in Mathematics. As the American Prep-LV Board Treasurer, Jonathan oversees financial management and procurement compliance for the school. He and his wife, Sara, have three children attending American Prep-Las Vegas 2.

**Rachel Lillian** received her Bachelor of Science degree in Human Development and Family Studies as well as an Early Childhood Teaching Certificate from the University of Utah in 2002. She also received a Master of Education in Teaching and Learning with an emphasis on Learning and Literacy from the University of Utah in 2004. She worked as a First Grade Teacher from 2003-2006 in Utah. She then worked as an Elementary Education Evaluator for Western Governors University from 2007-2009 where she helped students who were working towards receiving their teaching degrees. She is passionate about children receiving the highest quality of education possible and is a supporter of school choice. She began serving on the board for American Preparatory Academy in 2014 and enjoys being involved in education.

**Paris Bayardo** received his Business Administration and Marketing degree from the University of Nevada in 2011. He works as a marketing manager with a specialty in hospice care. In addition, he has built and grown multiple businesses focusing on both marketing support and elderly care. He was not an original board member of American Preparatory Academy, but his passion for education and school choice drove him to American Prep in its first year of operation.

**Ernie Elliott** earned his Bachelor of Arts degree in English, with an emphasis in professional writing and editing, from Brigham Young University-Idaho in in 2003. He received his teaching certificate in Secondary Education from Idaho State University in 2005. He later received his Master's in Education Administration degree from Grand Canyon University in in 2007. He taught secondary English for 3 years; as well as coached middle school and high school sports. He currently works in healthcare administration. Ernie, and his wife Bailey, have 2 sons currently attending American Prep in Las Vegas. He and his family have been involved in American Prep in Las Vegas since day one.

Additional expertise that the board will seek to support the growth plan will include a real estate agent for the purposes of seeking out appropriate property, following through on all due diligence, and ensuring a contract with the seller that fairly represents the governing board. The board will also rely heavily on the EMO to ensure that the new school falls within the financial budgets and projections that the school can support, the architectural design of the new school, choosing a contractor for the project, seeking favorable financing for the project, and marketing and advertising throughout the local community.

(c) Identify any Board development requirements relative to the organization's governance needs at each stage of growth.

Members of the Board have drawn upon the deep well of experience and knowledge of the community of Charter Schools in Southern Nevada, as well as the written material available from SPCSA and CSAN. Each subcommittee chair takes time to further investigate the particulars pertinent to that committee such as employment, finance, compliance, etc. American Prep also draws upon the substantial knowledge and experience of the EMO. Recently, to bolster governance effectiveness, the Board has started sending members to specialized state and national conferences.



The staff of SPCSA has been very helpful in guiding American Prep as it fulfills its mission to the community and its students.

(d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

Attachment 29 includes American Prep's Bylaws. In addition, the board has adopted a Conflict of Interest policy:

American Prep Bylaws, section, 5.2.c, provides: Prohibited Directors. Notwithstanding the above,

- (i) the Board of Directors shall not include more than two individuals who represent the same organization, business or otherwise represent the interests of the same business or organization;
- (ii) a director shall not be an employee of the Board of Directors or the School, including, without limitation, an administrator or teacher;
- (iii) a director shall not be a contractor of the Board of Directors or the School;
- (iv) if a director serves as a director or as a representative of a nonprofit organization or business, no other director shall serve as a representative of such organization or business or represent the interests of such organization or business;
- (v) the Board of Directors shall not include any two related members (by birth or marriage) at any time; and
- (vi) the Board of Directors shall not consider any director nomination from any contractor of the school, especially and educational management organization.



- (2) Organization Charts and Decision-Making Authority:
- (a) Provide the following organizational charts:
  - Current
  - Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
  - Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

The organizational charts are found in Attachment 16.

Our six-year plan does not include expansion beyond the second campus. Therefore, it is the same as the three-year organizational chart.

The organization charts should represent the all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.* 

Please see Attachment 16.



(3) Describe the proposed organizational model; include the following information:

The school's "Core Business" is Academic Achievement and Character Development for each student. Therefore, the management structure is created to ensure that the Academic Team has the optimal opportunity to carry out their work. The School Principal, Business Manager, and Administrative Director have as their primary objective the task of "clearing the way" for the Academic Program to be implemented at maximum efficacy by the Elementary and Secondary Directors.

(a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as Attachment 12)

See Attachment 12.

(b) Resumes of all current leadership (provide as Attachment 13).

See Attachment 13.

(c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of Attachment 13)

This is not applicable.

- (4) Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
  - a) School leadership;
  - b) School business operations and finance;
  - c) Governance management and support to the Board;
  - d) Curriculum, instruction, and assessment;
  - e) At-risk students and students with special needs;
  - f) Performance management; and
  - g) Parent and community engagement.

We are very fortunate that our school-level leadership team, Rachelle Hulet, Christie Olivieri and Christy Campbell, has prior experience in multi-campus operation. We are also fortunate that our EMO has extensive experience in successful replication of high-performing schools, with eight (8) currently operating schools, and 15 years of experience in operations and replication<sup>13</sup>. American Prep has previously had two concurrently operating campuses in Las Vegas, providing our leadership team experience in dual-campus operation for one year (2015-2016), during our transition to our Sunset campus from our temporary Oakey campus. Because our operations and academic leadership teams were involved in multi-campus operation at that time, they each have

<sup>&</sup>lt;sup>13</sup> See Utah Growth and Waiting Lists



experience in multi-campus operation which will benefit the school as it expands to again operating two campuses.

**Christie Olivieri**, current Principal and future District Principal, has a decade of experience in operations and financial controls, has experience as a teacher in Nevada schools, and has been Principal at American Prep for 3 years, at both our temporary campus (Oakey) and currently as Principal at our Sunset campus. Ms. Olivieri has 10 years of controller experience (outside of education) and 3 years of experience in implementing **financial controls** in a charter school setting. Mrs. Olivieri reports to the Governing Board monthly on topics such as school operations, academic achievements, and financial accountability.

Rachelle Hulet, current Administrative Director at LV1 (Sunset campus) and future Regional Administrative Director (District), was the primary writer of the original charter application (2009-2012), was the original administrator at the Oakey campus (2014-2015) and the lead Administrator at the Sunset campus (2015-present). Mrs. Hulet provides day-to-day school leadership, provides training to staff members, and is the lead administrator with regard to recruitment and community and parent engagement. She oversees student recruitment and enrollment, parent volunteer efforts, and charter school representation to the Charter School Association of Nevada. Mrs. Hulet is responsible for compliance for the school and interfaces with SPCSA frequently. Although she will have assistance in these areas for 2 campuses, she will maintain the primary accountability role for these responsibilities.

Christin Campbell, K-6 Academic Elementary Director, has experience as an elementary teacher (3 years), a in Nevada as Lower Elementary Director (2014-2015), Elementary Academic Director (Oakey campus 2015-2016), and Elementary Academic Director (Sunset campus) 2016-present). In total, Ms. Campbell has 10 years of experience in the American Prep academic model. She will be transitioning to provide District-level support for the elementary academic program for both campuses. As Academic Elementary Director Ms. Campbell oversees curriculum, training, instruction and assessment and will do so for both campuses after the expansion. She will have assistance, but she will maintain the primary accountability role for these responsibilities. Ms. Campbell also oversees the special education program and the services to at-risk students and students with special needs, with support from the certified special education staff.

The leadership team at the EMO has current responsibility for eight (8) American Prep campuses; seven (7) operating in Utah, and one (1) in Nevada. The EMO employs a multi-pronged approach to ensuring capable leadership is placed at each school. The EMO builds school-level leaders from within, and also conducts outside recruitment of solid talent. Regardless of where a new school leader originates (within or without of the American Prep group of schools), intensive training and coaching of school leaders is ongoing. School leaders communicate with the EMO executive management team several times each week, via online meetings, onsite meetings, phone conferences and emails. School leaders meet together with EMO executive leadership monthly to plan, coordinate, and share best practices. The EMO business and finance team is comprised of the following individuals.

- Phil Collins CFO 9 years of experience as public charter school controller
- Brent Burggraaf Accountant 12 years of experience as an accountant



- Connie Sims HR Director 8 years of experience in charter school Human Resource management and compliance with state and federal laws, 18 years of experience in HR
- Carolyn Sharette Board development, legal compliance, policy development 22 years of experience in charter school development, operations and policy management
- Lisa Bennett Compliance 7 years of experience in state and federal charter school compliance, 8 years with American Prep.
- David Sharette School Development led Las Vegas school development from application through school openings (and closing) at Oakey and Sunset campuses.

The EMO has depth of experience with regards to facilities development. The new campus will be the 7th campus designed, built, and financed under their direction.

(5) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 14).

The EMO is responsible for school leader coaching and training. The EMO recruits administrators with knowledge and experience in our core competency areas of academic achievement, character development, and state/federal compliance.

No competencies are available, so there is no Attachment 14.

(6) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

Christie Olivieri is the School Principal/Business Manager and Rachelle Hulet is the Administrative Director and future Regional Administrative Director. They are both integrally involved in interviewing and hiring all staff members. Paris Bayardo, a member of the board, Christin Campbell, the Academic Director, and Meghan Wheeler, the local HR employee are also involved in all hiring decisions.

The campus administrators also facilitate pre-service and post-service training, as well as professional development for all staff members several times per year.

(7) Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?

Christin Campbell, the Academic Director, works closely with the Elementary Directors and the Secondary Director to establish and implement the ongoing Coaching/Mentoring Program for teachers and instructors. She oversees the weekly data collection, data analysis, and generation of weekly academic reports. Ms. Campbell also oversees student discipline, parent conferences, and meetings with parents regarding discipline issues.

The Academic Director receives support from the EMO through weekly and monthly training meetings.



# (8) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

Redundancy is built in through the EMO – they provide executive leadership with many years of experience, training, and mentoring with Academic and Secondary Directors from other campuses.

Having the EMO affiliation, we feel secure in our depth of leadership. Thus far the EMO has provided us with excellent managers and training for our employees as we work to develop our leadership pipeline.



#### LEADERSHIP FOR EXPANSION

(1) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

When we expanded from our Oakey campus into our current Sunset campus during the 2015-2016 school year, we ran both campuses while the final phase of our Sunset campus was built. We had exceptional leadership at both campuses. With the planned expansion to the LV 2 campus, we have already been identifying staff who may be good candidates for leadership positions. We are currently cross-training select staff on the K-3rd grade and 4th-6th grade curriculum with the future plan of having these staff take on leadership roles at the new LV 2 campus. Many of these staff members are already in a leadership role such as a Team Lead or Grade Level lead positions at the Sunset campus. By opening a second campus, this will allow more staff members to grow into new leadership positions.

- (2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 15). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- (a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 15) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2018-19 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

Regional Director - Rachelle Hulet, Administrative Director of the current Las Vegas school, will fulfill this position. Mrs. Hulet has been the lead administrator since the inception of American Prep in Las Vegas in 2014. She directed the original (temporary) Oakey campus, led the oversight of the Sunset campus development, was the lead for the consolidation of the two campuses and the closing of the Oakey campus, and currently acts as the day-to-day administrative operations lead for the school. Our title for the position is District Administrative Director. Under Mrs. Hulet's leadership, American Prep has achieved the following:

- 1. Schools have operated within budget and been able to place approximately \$2,000,000 in reserves
- 2. Maintained all compliance items with SPCSA and Nevada DOE
- 3. Achieved a 5-star rating for the Jr. High



- 4. Achieved a 4-star rating for the Elementary school
- 5. Maintained a high student retention rate of 92%, reflecting high parent satisfaction
- 6. Established and maintained a strong board relationship and governance support
- 7. Established relationships with Charter School Association of Nevada (Mrs. Hulet serves as co-chair of School Leader Council Committee).
- 8. Established membership in Nevada Interscholastic Activity Association (current provisional approval).

Please see Attachment 15 for additional information.



### **STAFFING**

(1) Complete the following table indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

## **Proposed New Campus(es)**

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Management Organization Positions							
Administrative Director	0	0	1	1	1	1	
Elementary Director K-3	0	0	1	1	1	1	
Elementary Director 4-6	0	0	1	1	1	1	
Total Back-Office FTEs	0	0	3	3	3	3	
School Staff							
Add'l School Leadership Position 3	0	0	1	1	1	1	
Student Support Services							
Classroom Teachers (Core Subjects)	0	0	20	20	20	20	
Classroom Teachers (Specials)	0	0	3	3	3	3	
Specialized School Staff 1 SPED	0	0	1.5	1.5	1.5	1.5	
Specialized School Staff 2 SLP	0	0	.5	.5	.5	.5	
Teacher Aides and Assistants	0	0	25	25	25	25	
School Operations Support Staff	0	0	1	1	1	1	
Total FTEs at School	0	0	52	52	52	52	



# Network

Year	2018-19	2019-20	2020-21	2021- 22	2022-23	2023-24
Number of elementary schools	1	1	2	2	2	2
Number of middle schools	1	1	1	1	1	1
Number of high schools	1	1	1	1	1	1
Total schools	3	3	4	4	4	4
Student enrollment	1600	1600	2240	2240	2240	2240
Management Organization Positions						
District Administrative Director	1	1	1	1	1	1
District Academic Director	1	1	1	1	1	1
Secondary Director	1	1	1	1	1	1
School Elementary Directors	0	0	4	4	4	4
Total Back-Office FTEs	3	3	7	7	7	7
Elementary School Staff						
Principals	1	1	1	1	1	1
Assistant Principals						
Add'l School Leadership Position 1	1	1	0	0	0	0
K-3 Academic Director						
Add'l School Leadership Position 2	1	1	0	0	0	0
4-6 Academic Director						
Add'l School Leadership Position 3	1	1	2	2	2	2
Student Support Services						
Classroom Teachers (Core Subjects)	27	26	44	42	40	40
Classroom Teachers (Specials)	3	3	6	6	6	6
Special Education Teachers	1.5	1.5	3	3	3	3
Specialized School Staff 1 SLP	1	1	1.5	1.5	1.5	1.5
Specialized School Staff 2						
Teacher Aides and Assistants	31	30	52	50	48	48
School Operations Support Staff	3	3	4	4	4	4
Total FTEs at Elementary Schools	70.5	68.5	113.5	109.5	105.5	105.5
Middle School Staff						
Add'l School Leadership Position 1 Jr High Director	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	12	12	12	12	12	12
Classroom Teachers (Specials)						
Total FTEs at Middle Schools	13	13	13	13	13	13
High School Staff						
Classroom Teachers (Core Subjects)	12	12	12	12	12	12
Classroom Teachers (Specials)	9	9	9	9	9	9
Special Education Teachers	1.5	1.5	1.5	1.5	1.5	1.5
Student Support Position 2 Counselor	2	2	2	2	2	2
Total FTEs at High Schools	24.5	24.5	24.5	24.5	24.5	24.5
Total Network FTEs	111	109	158	154	150	150



#### **HUMAN CAPITAL STRATEGY**

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multisite charter school. Explain key selection criteria and any special considerations relevant to your school design. Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.

## (1) Recruitment

Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.

Recruitment will be managed by the EMO and approved by the board, at the network level. By having recruitment at the network level, administration can ensure that teachers who best fit the needs of the individual students at each campus can be met. American Prep currently uses various web-based search engines to attract top quality applicants. This includes TeachertoTeacher.com, Indeed.com, Glassdoor.com and other nation-wide recruiting websites. For more specific subjects and licensure, the EMO utilizes specialized membership organizations to recruit top candidates. For example, the EMO utilized the American Classical League to post open Latin positions. We will continue to utilize existing networks as well as seek new recruiting tools as we look to expand. With the expansion of a K-6 school, we will continue to recruit top quality elementary staff.

An important aspect of American Prep's current success is providing a roadmap to further the career of existing employees. Many of our best teachers begin as Classroom Instructors (teacher aides) and spend years learning the American Prep curriculum while completing their teaching licensure. As Classroom Instructors typically rotate among teachers, they are able to continually refine their skills and learn from existing teachers while completing necessary requirements for licensure. In addition, American Prep offers frequent coaching and assessment to both teachers and instructors. This continual coaching and feedback helps groom instructors to become new teachers. The planned expansion for the new campus will include a mix of veteran American Prep teachers, new teachers who were previously instructors, and external teaching hires.

## (2) Leadership Pipeline

Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:



## (a) How the school plans to identify leadership internally and externally;

When identifying potential internal leaders, the EMO will accept recommendations from immediate supervisors, coaching assessments and day-to-day interactions with individuals. With the rigorous staff coaching and the continuous evaluations conducted, by the EMO on the network level, potential leadership candidates are usually identified, observed and noted for future reference should there be an open position.

## (b) Who will be responsible for hiring leaders;

The EMO will be responsible for hiring leaders for the school, under direction of the board. This method allows for a more seamless transition and ensures that new leaders will be trained, coached and mentored by a network level director and will have access to the tools necessary to be successful in their new positions.

## (c) Formal and informal systems that will prepare leaders for their responsibilities;

In the past when hiring new leaders, the EMO creates opportunities for them to shadow seasoned leaders in the position they will fill. Informally, the EMO has paid for new LV leaders to travel to Utah in order to obtain a day-to-day picture of what their responsibilities might be. It helps each new candidate as they hear stories of seasoned leaders to understand the growth that they will obtain in their leadership roles through time, experience, and training.

Formal training is also important in this role. The EMO provides monthly district trainings to all school administrators where they discuss difficulties, special circumstances or just exchange "how-to's" with each other in attempt to improve their role capacities. The Executive Director takes each new leader under her wing and shows them the preferred methods to use when leading.

## (d) The school's philosophy regarding internal promotions;

Here at American Prep, we have found that internal promotions are key to the success of our schools and thus our students' education. We encourage our best and most radiant teachers to apply for leadership roles. We strongly believe that some of the best teachers can and will make influential leaders to the teachers they would be responsible for.

## (e) The timing for identifying leaders in relation to the launch of a new campus; and,

With the proposed opening of the Las Vegas 2 campus for the 2020 school year, proposed leadership will be identified during the 2017/2018 and 2018/2019 school year. This will allow several years of training and shadowing to occur in order to ensure successful expansion to the new campus. Both internal and external candidates will be considered for leadership positions.

### (f) Internal or external leadership training programs.

As discussed above, American Prep conducts frequent assessments and provides ongoing coaching to staff members. This allows administration to keep a pulse on the progress of teachers and instructors. This frequent assessment also allows administrators to not only assist those teachers



in need of additional help but also identifies those teachers and staff with leadership abilities. If a teacher is identified as a possible administrator or possess leadership qualities, they are often assigned additional tasks to further refine these skills. For example, there are currently Kindergarten through 3rd grade and 4th grade through 6th grade team leads who lead the weekly staff meeting among elementary staff to discuss student success and ways to assist students overcome any barriers to success.

For internal candidates, current staff would be notified of the potential leadership opportunities and be given the opportunity to interview for the position. If selected, they will receive extensive training and coaching to ensure success as the new campus. Current school leadership, human resources and department chairs from both Las Vegas and Utah are involved in the hiring process to ensure fair assessments of qualified applicants.

## (3) Professional Development

Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.

The EMO currently conducts a week-long training prior to every school year that is mandatory for all new and returning staff. The professional development offered during this training week cover various topics including Direct Instruction, the classical education model, various curriculum and instruction methodologies and other pertinent training for all staff. This training is managed at the network level to ensure consistency and continuity across the American Prep network. The new campus will participate in American Prep's professional development trainings before school begins as well as throughout the school year.

The EMO conducts professional development trainings throughout the year. This allows the EMO to evaluate, implement and take into consideration the needs of all schools in the network. By having a uniform training that incorporates the needs of each campus, this ensures that all campuses are adequately prepared to address various needs presented throughout the American Prep community.

### (4) Performance Evaluations and Retention

Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?

In addition to providing continual coaching throughout the year, the staff receives yearly performance reviews that is discussed with their Academic Director and School Administrator. The annual reviews are conducted at the end of the school year allowing the staff the opportunity to implement the tips and techniques provided by the academic coaches in the upcoming school year.



Additionally, teaching, instructional and support staff are provided with the opportunity to review staff leadership and administration through an anonymous survey. This allows staff members to share honest feedback and suggestions with the executive leadership team about campus level leadership. These results are shared with the campus level leadership team and plans are discussed on how to implement changes and suggestions or encourage improved practices. By having an open feedback loop, all staff are enabled to continuously improve their techniques and skills.

## (5) Compensation

Explain the board's compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

Under the direction of the EMO and with approval by the board, salary schedules are created during the current school year for the following year. The information used to create the salary schedules are gleaned from a compilation of American Prep's average salaries and the Clark County and Nye County School District salary schedules. These schedules assisted in the process the EMO used to create a competitive salary structure for both Elementary and Secondary teachers.

Salary scales are dependent upon each candidate's education, licensure and years of experience, which assists the administration with a salary range to offer to new employees. The salary for existing employees combines the information from their current salary along with the annual performance review to provide employees with merit-based increases. Annually, employees are also provided with a loyalty bonus that rewards the amount of time they have been employed with American Prep.



### **SCALE STRATEGY**

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.

## **Business and Finance Operations:**

• Christie Olivieri - School Principal and Business Manager - both campuses

Mrs. Olivieri will expand her responsibilities to include both campuses. Activities such as purchasing, cash management, AP/AR, asset and inventory maintenance will expand to both campuses under her direction. Additional support by way of hiring an Assistant to Mrs. Olivieri is anticipated.

The EMO Business Department will provide business services and support to Mrs. Olivieri, specifically:

- Mr. Phil Collins Controller
- Mr. Brent Burggraaf Accounting

## **School Operations**

Rachelle Hulet - Regional Director (District Administrative Director) - both campuses

Mrs. Hulet will expand her responsibilities to oversee the operations at both campuses. She has provided oversight to two campuses previously, when the Oakey and Sunset campuses were both in operation.

Mrs. Hulet will oversee the hiring and training of a school-level Administrative Director for the new campus, who will report directly to her. Although we are not ready for a public announcement on the person's name who will fulfill this role, we anticipate that it will be filled by someone who has been in training for this position.

Information about the Administrative Director role at the new campus: The AD at the campus level manages day-to-day operations at the school regarding anything non-academic. This includes things such as carpool development, traffic safety, oversight of front office personnel, school cleanliness and readiness, supplies, staff support, parent involvement and communication, and community outreach.

Mrs. Hulet will continue to fill the role of Administrative Director at the Sunset campus and will oversee the Administrative Director at the new campus.

The EMO Operations Department will provide support to Mrs. Hulet, specifically:

- Mrs. Carolyn Sharette Executive Director
- Mr. Tim Evancich Facilities and Maintenance, Safety and Security



- Ms. Lisa Bennett Compliance and Policy/Procedure development and management
- Mrs. Connie Sims Human Resource management
- Mr. David Blackwell Legal Counsel, Compliance

## **Academic Program Implementation**

• Christy Campbell - District Academic Director - both campuses

Ms. Campbell is currently responsible for implementation of the elementary academic program at the Sunset campus, and her responsibilities will expand to the new campus. She will be responsible for the recruitment, hiring, and training of the academic staff (teachers and instructors), and will have the assistance of the district HR Director (Meaghan Wheeler) and the EMO staff. The EMO will provide support through teacher recruitment (marketing), setting up hiring events, conducting hiring events, and assisting in interviewing candidates. The EMO, Ms. Campbell and Mrs. Wheeler will employ a team approach to hiring decisions and placement of teachers in specific grades. The EMO will provide extensive teacher training for all new staff, and Ms. Campbell will oversee the rigorous day-to-day coaching program for the new teachers and instructors that American Prep employs.

The new campus will be led academically, under the direction of Ms. Campbell, by an Upper Elementary Academic Director and Lower Elementary Academic Director. It is anticipated that these leaders will be recruited from our teacher pool. The Academic Directors at American Prep are always former teachers in our system. We have many strong candidates to choose from. We have identified one of these individuals who will likely assume this role (however we are not ready to announce the name at this time). These individuals will have oversight from Ms. Campbell and the EMO academic leaders, who are very involved in training and mentoring of all school-level employees.

The EMO Academic Department will provide support for Ms. Campbell, specifically:

- Mrs. Jen Walstad EMO Academic Director
- Mrs. Laura Campbell Executive Academic Director
- Mrs. Connie Sims Human Resource Manager

## **Facility Maintenance, Safety and Security**

The current Operations Director at Sunset, Ron Banks, will expand his duties to both campuses, reporting to Ms. Hulet. Mr. Banks has very capably managed our Sunset campus and the closing of the Oakey campus. He will oversee the facility maintenance staff that will be hired to manage the new facility once it is completed. Mr. Banks also oversees school safety and security, and will do so for both schools when the new school is open.

The EMO Operations Department will provide support for Mr. Banks, specifically:

- Mr. Tim Evancich Facilities and Maintenance, Safety and Security
- Mr. Doug Headlee Facility Support and Special Projects



# (2) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.

Our EMO has successfully scaled their operations to open seven successful and campuses in Utah and one in Nevada (technically two, as we had 2 campuses operating in Nevada for one year)<sup>14</sup>.

From the EMO: American Prep opened the very first campus in 2003 in Draper, Utah which served students in grades K-9th. We experienced great academic success with long wait lists at this campus. We worked to refine the model for 7 years and decided it was time to expand and open a second campus.

In 2009, the EMO opened a new American Prep campus called the "School for New Americans" (SNA) in West Valley City, Utah to serve students in grades K-9th. This school adopted the SNA name because of our efforts to recruit and educate students from immigrant and refugee areas of the community.

After two years of successfully managing two campuses, on almost opposite sides of the Salt Lake Valley, the EMO decided - with the urgency from enrolled students and families, to open a campus that would allow students to continue their education through grade 12, and allow them to graduate from American prep. In 2011, American Prep opened the doors to "The Accelerated School" (TAS), in West Valley City, Utah just three (3) miles west of SNA. This campus was opened to serve students in grades K-12. Students from SNA were able to matriculate to TAS for 10th-12th grades, providing a complete K-12 educational system for our West Valley City families. SNA serves 600 students; TAS serves 1450, so we are providing a K-12 education for about 2000 students in our West Valley City system of schools.

In that same year, 2011, American Prep was named "Charter School of the Year" by the Utah Association of Public Charter Schools (UAPCS).

Waitlist pressure continued to build in the Draper area, and in 2013, the EMO opened the doors to a second school in Draper, Utah, just two (2) miles north of the original campus opened in 2003. This campus is named American Preparatory Academy Draper 2, which serves students in grades K-10 and with the intention of completing the K-12 system in Draper as those 10th graders progressed to graduation over the next 2 years.

With four successfully operating campuses, it was clear the EMO was capable of replicating and scaling their efforts as the waitlist for all American Prep campuses grew to more than 8,000 students in all grades and from all demographics within the Salt Lake and Utah counties.

In May 2013, the governing board of Liberty Charter School in Payson, Utah, approached APS and requested that the EMO to take over their charter school due to low enrollments and failing academic results that had placed the school on turnaround status. The first year the EMO contracted with the school, independent of the other schools (serving Liberty's board). After an

Operations Plan – Scale Strategy

<sup>&</sup>lt;sup>14</sup> See <u>Utah Growth and Waiting Lists</u>



arduous process that entailed changing state law and rule to allow high performing charter schools to assume operation of failing charter schools, American Prep's board was allowed to assume responsibility for the Salem campus and it was adopted into the district.

The EMO successfully filled the existing school's enrollment capacity, worked diligently in evaluating, hiring, and training staff, and brought American Prep's academic and character-building model to this rural Utah community. This campus continues to serve about 500 students in grades K-9 within the southeast part of Utah county.

In 2016, the Utah governing board decided to answer the overwhelming waiting list for kindergartners and asked the EMO to open a Kindergarten Center (KC) in Draper, Utah right next to the first Draper campus. This campus fluctuates in enrollment from year to year depending upon space available and demand.

As the Draper students progressed through the high school years, the need for a dedicated secondary facility became apparent. The Draper 3 campus opened in Fall 2017, serving our matriculating students from the 2 APA Draper elementary schools in grades 7th-12th, completing the Draper K-12 "system", and providing space for all of our students to matriculate through our Draper schools for their entire K-12 education.

The EMO feels that the West Valley City and Draper school "systems" are essentially "complete" and no further expansion is anticipated in the Utah school system. The Liberty campus is a rural campus and it is not anticipated that it will be expanded through 12th grade unless demand changes significantly.

Although our expansions may be slower than that of many charter systems, we feel our replication efforts have been very successful as a result of our willingness to take our time and hold the standard high on quality from day 1 of each school's opening. We spent seven (7) years proving and improving the model before we opened a 2nd school, which we did in the most challenging demographic possible (80% FRL, 60% ELL). We have been committed to providing the full K-12 experience for our students wherever possible, and we have successfully created systems that provide this.

Through the expansion into Nevada, American Prep has been able to begin serving the families of Southern Nevada by offering this classical education model to over 1500 students. Our first graduating class will be this spring (2018). The purpose of the second campus we are seeking is to provide the "feeder" school to support our secondary school in a similar "system" to that which we operate in Draper and West Valley City, Utah. The second campus will solidify our matriculating system for our students. This parallels our efforts in Utah.

(3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.

The fundamental features of our academic school model are as follows:

1. Classical Education



- 2. Direct Instruction pedagogy in skills acquisition areas in the grammar phase
- 3. Small, achievement level groups in the skills acquisition areas of Reading, Math and Spelling
- 4. Core Knowledge Sequence for content areas
- 5. Strong character education, positive behavior-management model emphasizing incentives and student self-management.

Classical education theory is taught to all teachers during the Training Institute week, and also during Pre-Service, and frequently is a training topic at the weekly staff meetings held on Wednesday and Thursday afternoons.

Direct Instruction pedagogy is taught during the Training Institute week, including extensive hands-on practice and feedback in using DI techniques. Direct Instruction data research, history and rationale is also taught in this week (the "why" of DI).

Small achievement level groups are established through student assessment data which is collected in the summer prior to the school opening. Groups are formed from the student assessment data, teachers are assigned and curriculum is ordered based upon the levels needed by the student population. In this way, teachers and instructors can all be trained in the exact levels they will be teaching in Reading, Spelling and Math groups.

Core Knowledge (CK) training is also provided at the Training Institute, and additional CK training is ongoing throughout the year in teacher team meetings. All of the school's curriculum and lesson plans are housed in an electronic "180-day plan", by grade, and this includes all the Core Knowledge lessons. These electronic guides include links to established and effective Core Knowledge lesson plans, detailed for the teachers. A strong support network is set up for teachers to know what to teach, when and even how to teach it in many cases. For example, all 4th grade teachers, district-wide, meet monthly and review the upcoming Core Knowledge units and lessons, and experienced teachers teach the newer teachers about the implementation of the lessons. This is consistent for every grade level. Teaching teams at the campus (for example, all 4th grade teachers) meet together weekly to map out the upcoming week and review curriculum. By administering the same Unit Tests to all 4th graders in American Prep schools system-wide, and by reporting those test results on the weekly accountability form (LPC), we are able to see if teachers are effectively teaching students to mastery on the unit content.

Character education is taught in all grades at American Prep, and is embedded into the classroom procedures and all activities throughout the day. Positive behavior management techniques include incentive-based motivators, game-based motivators, clarity and consistency in expectations school-wide using the CHAMPs program, and systems that reward student self-management.

Through careful hiring, and a rigorous and ongoing teacher training and coaching program, American Prep has been very successful in replication of our schools in Las Vegas so far (the Oakey and Sunset campuses), and we have seen a very high-quality implementation from day one in each of those schools. It is a "formula" that has shown great success here and in their Utah schools, and we anticipate a similar outcome in our new K-6 expansion school.

Please refer to <u>Attachment 20 - Operational Execution Plan</u> for more information.



(4) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.

The EMO contract outlines in detail the services the EMO will provide. Following is a short list that may not be comprehensive of their contract:

- Academic Program Implementation
  - o Training of teachers and instructors
  - o Coaching of teachers and instructors
  - o Curriculum Development; Analysis; New Programs
  - Student achievement data analysis, reporting
- HR
- o Recruiting
- Hiring Process
- o Training and Orientation of all employees
- Business
  - Accounting and Reporting
  - o Budget Development
  - o Contracts
  - o Insurance Consultation and maintenance of coverage
  - o Procurement and Purchasing
  - Compliance
  - Audits support
- Board Governance Support
  - o Meetings facilitation as directed by Board
    - public posting
    - minutes
- (5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in Attachment 19

The school will continue to contract with our EMO for the new campus. Please see <a href="Attachment 16">Attachment 16</a><a href="Network and EMO Organizational Charts">Network and EMO Organizational Charts</a> for the organizational chart of the EMO. The cost of services provided to both schools will be a flat rate assessed per student, as outlined in <a href="Attachment 19">Attachment 19</a>. The governing board will do an annual review of performance and outcomes of staff and students. The EMO will continue to work with the board in creating the school performance plan, which will be executed by the EMO.

(6) Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.



(7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

	Mgmt Org	Network Leader	Board	Campus Leader
Function	Decision- Making	Decision-Making	Decision- Making	Decision-Making
Performance Goals	Х		X	
Curriculum	Х			
Professional Development	Х			
Data Mgmt & Interim Assessments		X		
Promotion Criteria	Х		Х	
Culture		X		Х
Budgeting, Finance, and Accounting	Х		Х	
Student Recruitment	Х			X
School Staff Recruitment & Hiring	Х	Х	Х	Х
HR Services (payroll, benefits, etc.)	Х	X		
Development/ Fundraising		X		X
Community Relations		X	Х	X
IT	Х	X		
Facilities Mgmt	Х	X		X
Vendor Management / Procurement		X	X	
Student Support Services		X		X
Other operational services, if applicable				



### STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

(1) Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

American Prep meets all the mandates from SB208, including ensuring that we provide equal access to interested students and families. We conduct traditional and non-traditional outreach using internet, electronic, paper flyers to surrounding neighborhoods, and notifications in public libraries regarding the opportunities available for enrollment at our school. This will include a strong grassroots effort in going door to door and handing out flyers, published in a variety of languages, targeting those that live within the intended zone. All students attending the Sunset campus also will be offered enrollment at the LV #2 campus. After enrolling any interested Sunset students and siblings, we will continuously recruit students via social media, family communication, flyers, and public notifications, focusing on those communities that are included in the intended zone.

American Prep will be offering a weighted lottery for those families that qualify for the free and reduced lunch (FRL) program. We will look at the average of FRL students from the surrounding 3 local schools. Those students that qualify for FRL may receive admissions preference once our schools' enrollment in FRL is less than 10% of the local average. We also conduct a strictly "blind" enrollment process, wherein we do not require any information regarding income or disability prior to students enrolling online at the school. In this way, we can be certain at-risk or disabled students are not discriminated against in enrollment.

(2) Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison to the school's current zoned schools.



American Prep Las Vegas is committed to recruiting students that reflect the demographic profile of the campuses surrounding the school zones as evident by our current campus enrollment. Strategies to accomplish this include non-traditional local community outreach opportunities through flyers to neighborhoods, billboards that all community members can see, and notification at public libraries. Traditional recruitment includes electronic marketing through email, Facebook, and our website.

Please also see the information included in <u>Attachment 28 - State Accountability Report Card</u> that specifically shows the diverse population of our current school, attesting to the success of our recruitment strategies.

(3) Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and wellconnected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery<sup>15</sup> which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

Our recruitment strategy includes a grassroots effort to enroll local student populations. Although charter schools are schools of choice that accept students from anywhere in the State, we feel it is important to be a positive contributor to the community in which we reside. Establishing partnerships with local businesses and neighborhoods contributes to a positive community. It also increases the number of students that walk to school together, which we think is a healthy student interaction and activity. Increased walkers also reduce school traffic, which tends to be much more cumbersome at charter schools than local public schools.

We implement this grassroots strategy by distributing flyers door-to-door. No one really appreciates construction near their home, however we overcome this initial reaction by inviting the

<sup>&</sup>lt;sup>15</sup> See <u>Colorado Department of Education's Weighted Lottery Policy for Charter Schools</u> for one possible approach in this evolving area of charter school policy.



neighbors to open houses to see the school that will soon be part of their community. We also send out administrators to their neighborhoods with flyers, willing to talk to anyone about our school. We make a significant effort to notify each household located within 2 miles from the charter school according to NRS 386.527. We do this through a significant amount of door-to-door advertising, but also through billboards and posting announcements at local businesses. This effort drastically improves the general attitude toward a school going up in someone's neighborhood. It also increases enrollment from that surrounding neighborhood. Once construction calms down and the school year approaches, we see many people from the surrounding neighborhood excited about the prospect of enrolling in a nearby high-performing charter school.

In Utah, American Preparatory Schools (the EMO) was able to successfully lobby for legislation that allowed charter schools to establish a priority enrollment in their lottery based on an applicant's proximity to the school. The charter school is allowed to choose a radius up to 2 miles from the school at which they can prioritize applicants in the lottery. This additionally helps the school to enroll children in the same zone as the charter school.

After distributing flyers and having interviews and open houses with the local neighborhoods, we will also distribute flyers at the local businesses. We have found success in enrolling diverse ethnic populations by targeting ethnic markets, such as Asian or Hispanic grocery stores.

In order to serve a broad continuum of students with disabilities or economical disadvantages, we will implement a new weighted lottery policy. If our free or reduced lunch percentage is less than 10% of the average of the surrounding schools, we may offer preference to free or reduced lunch applicants.

(4) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

The enrollment schedule will be as follows:

Our online enrollment will begin on January  $1^{st}$ , (just prior to school year with August start date). Online enrollment will be open for 60 days. On March  $1^{st}$ , (just prior to school year with August start date) we will hold our lottery. Future lotteries will be held based on seat availability.

(5) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

Our enrollment target will be to have 30 students in each class for grades 1-6, with 3 classes of each grade. We will also target 4 kindergarten classes with 25 students in each of the classes. This adds up to a total of 640 students. Progress toward this goal is monitored by our Enrollment Coordinator, our Business Development Director, and our Communications Director. Our target reenrollment rate for each year will be 90%. Our re-enrollment percentage from 2016-2017 to 2017-2018 was 94%. The average re-enrollment rate for American Prep's Utah K-6 schools is 89%. We



think that 90% is a healthy, attainable target, although we wouldn't consider correction plans until our re-enrollment falls below 80%.

(6) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

At the start of every school year American Prep has a very rigorous and complex two-week mandatory training program for all teachers and staff members. All information regarding legal enrollment requirements will be disseminated to all staff members. Following the last day of school, we also have a two-day post-service with all staff. All information regarding legal enrollment requirements will be disseminated to all staff member at this time as well.

(7) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

Student recruitment plan will continue and be the same as our pre-opening year, with the exception of the lottery. We will only hold a lottery in the grades that have open seats. All vacancies will be filled from the waiting list or from a new lottery.

(8) Complete the following tables for the proposed school to open in 2018-19. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2018 and fall 2019.



(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

Grade Level	Number of Students					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	0	0	0	0	0	0
К	0	0	90	90	90	90
1	0	0	75	75	75	75
2	0	0	75	75	75	75
3	0	0	75	75	75	75
4	0	0	75	75	75	75
5	0	0	75	75	75	75
6	0	0	75	75	75	75
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	0	0	540	540	540	540



# (b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number of Students					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	0	0	0	0	0	0
K	0	0	100	100	100	100
1	0	0	90	90	90	90
2	0	0	90	90	90	90
3	0	0	90	90	90	90
4	0	0	90	90	90	90
5	0	0	90	90	90	90
6	0	0	90	90	90	90
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	0	0	640	640	640	640



(c) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Grade Level	Number of Students					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K	0	0	0	0	0	0
K	0	0	104	104	104	104
1	0	0	99	99	99	99
2	0	0	99	99	99	99
3	0	0	99	99	99	99
4	0	0	99	99	99	99
5	0	0	99	99	99	99
6	0	0	99	99	99	99
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	0	0	698	698	698	698

- (9) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- (a) Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

As our current school is a K-12, we plan to open an elementary school to feed into our current secondary school grades. Our EMO has opened 8 schools of different sizes and has found that a 640-student school is within an optimal size range for our elementary academic program. A smaller size does not provide the number of levels that we need for reading, spelling, and math, and a larger size is not optimal from an administrative standpoint or for ensuring that all students' academic needs can be followed weekly.

For our planned enrollment, we will have 3 classes per grade across grades 1-6 and 4 classes for Kindergarten. We place a teacher and a paraprofessional in each classroom. That means, for



example, that for K-3 there are 370 students, 13 teachers, and 13 paraprofessionals. For reading, math, and spelling, we also hire approximately 10 additional, hourly "groups teachers." That gives us 370 students to 36 teachers during core subject instruction. By dividing our classrooms into smaller groups, and by building "breakout" rooms in our buildings, we are able to teach, for example, 36 different levels of reading during lower-elementary reading time. That means that a 1st grader could be in a reading group with beginning Kindergarteners or with advanced 3rd graders. Each small "break-out group" is also a small class size of around 10 students.

(b) Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

This section does not apply.



#### **BOARD GOVERNANCE**

(1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

The governance philosophy that guides the board is that the board's responsibility is to ensure that APA-LV accomplishes the student outcomes for which it was chartered through robust oversight of the school management, and to make sure that the school is in compliance with all required parameters. Key stakeholders include the EMO, the parents and the SPCSA. The EMO is responsible for all aspects of the day-to-day management of the school. The parents are responsible for parental involvement, including a daily assignment tracker that must be reviewed and signed by a student's parents every day. The SPCSA is responsible for supporting the governing board in implementing all aspects of their charter.

The board holds regular meetings that are publicized to parents in weekly newsletters. Parents are invited to attend and address the board at any meeting. Parents are also invited to communicate needs at any time with the board through the parent advocate who is serving on the board. The parent advocate's email address is published in the Parent-Student Handbook, and also is published in the weekly school newsletters periodically throughout the school year.

(2) Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

Our current governing board is comprised of five (5) members, and it is anticipated that the board composition will remain the same with two campuses operating under their direction and accountability. The board requires monthly accountability reports from key staff and the EMO, and will continue to do so, specifically from Christie Olivieri, the Principal for both campuses, and Rachelle Hulet, the current Administrative Director at the Sunset campus and future Regional Administrative Director. The board also conducts an annual EMO review, and will continue to do so, adding the second campus to the annual review metrics for performance. All governing board members are also parents of students at the school.

(3) Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of Attachment 17). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.

Please see Attachment 17



(4) Provide, as part of Attachment 17, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.

### Please see Attachment 17

(5) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?

American Prep Bylaws, section, 5.2.c, provides: Prohibited Directors. Notwithstanding the above,

- (i) the Board of Directors shall not include more than two individuals who represent the same organization, business or otherwise represent the interests of the same business or organization;
- (ii) a director shall not be an employee of the Board of Directors or the School, including, without limitation, an administrator or teacher;
- (iii) a director shall not be a contractor of the Board of Directors or the School;
- (iv) (iv) if a director serves as a director or as a representative of a nonprofit organization or business, no other director shall serve as a representative of such organization or business or represent the interests of such organization or business;
- (v) the Board of Directors shall not include any two related members (by birth or marriage) at any time; and
- (vi) the Board of Directors shall not consider any director nomination from any contractor of the school, especially and educational management organization.

### Please see the complete Conflict of Interest Policy

(6) Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

We do not know of any existing, nor do we expect any actual or perceived conflicts regarding the expansion.



(7) Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?

The board was founded in 2012 as the "committee to form the school." The board consisted of five members. Two of the original members are still on the board, including the chairman. When board members resigned, replacements were found pursuant to our bylaws. Notifications were sent out through the parent newsletters. Parents interested in serving on the board submitted resumes to the board and the board voted on replacement members. The board currently consists of 5 board members. The board proactively manages governance and succession by identifying members that plan on leaving the board in advance of them leaving, and procuring a suitable successor, ideally before the member vacates the board seat. The governing board carefully procures new members according to statutory requirements. The board has always, and will always, include members that align with Nevada statute.

The APA-LV governing board has looked to other large, multi-site charter school governing boards to emulate, including other "American Prep" branded charter schools. The current board has received training from nationally-renowned charter school board experts, such as Brian Carpenter. Additionally, the APA-LV board members attend local and national annual trainings through CSAN and the NAPCS. The APA-LV governing board is able to stay apprised of Nevada and national policy updates through these associations.

American Prep governing boards also have the advantage of being unofficially associated with each other. In 2017 and in years prior, APA-LV board members traveled up to Utah to tour the Utah APA-LV schools and meet with the Utah administration and governing board members.

The governing board will continue to develop over time by continuing the above-mentioned relationships with national charter school leaders, governing board experts, local and national associations. The board will continue to seek highly qualified members of varying backgrounds that are passionate and knowledgeable about public and charter education in the State of Nevada.

(8) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Upon appointment to the governing board, and within the first six months of appointment, a new board member is expected to familiarize themselves with the board's bylaws, the school's charter,



and the Nevada statutes surrounding charter school governance. In addition, new board members are encouraged to visit other American Prep schools and governing board meetings. The EMO is willing to pay for travel for this type of board training. Also, on a semi-annual basis, the governing board seeks out a formal on-site training from national experts, including Brian Carpenter. Ongoing annual development includes attendance at CSAN and NAPCS conferences.

Specific topics that are addressed in the above-mentioned training and ongoing development include:

- Nevada law surrounding charter schools
- Proper charter school governance
- Holding an EMO accountable
- Interacting with parents
- Academic performance metrics
- Governance vs. management of a school
- Legal exposure and risk aversion related to governing a charter

Participation as a board member in scheduled on-site trainings from renowned experts is expected. These types of trainings are scheduled to accommodate all board member's schedules. Attendance at an association conference is encouraged. Participation at monthly board meetings are expected, and if a board member is regularly unavailable for board meetings they may be asked to resign.

(9) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

The governing board members are all parents of current APA students. These members frequently visit the school to talk with teachers and administrators, and most of them are at the school almost daily on behalf of their children. The board members know a majority of the staff - operations, academic, and financial - on a first-name basis. Board members have the habit of discussing items of interest with staff members when they are onsite. The governing board holds accountable the EMO for all academic, operations, and financial performance at the school. If there is a shortfall in any of those areas, the board members do not discuss it with an individual staff member. They discuss it with the EMO. Therefore, the relationship between the board members and the staff is very amicable.

Regular reports that are and will continue to be provided to the board include:

- Financial reports (at least quarterly)
- Academic reports (monthly)
- Operations reports (at least quarterly)
- Enrollment reports (when necessary)

Any other reports are provided upon request by the governing board.



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

No advisory bodies or councils are necessary regarding the new campus as the board members are managing this process directly.

(11) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

We ask all of our families to follow our Communication Policy, (please see below), as found in our Parent/Student Handbook. This directs them to bring their questions or concerns to the person who can best address them.

## **Channels of Communication**

Members of the American Preparatory Academy community who have a question, concern, feedback, or a need for information will identify the person best able to answer their question or concern or most logically to hear their feedback and will approach that person in a positive manner. We have established a clear communication channel through which we invite you to bring any concerns or questions you may have. The persons listed are in order of those you should address your concern to first, next, etc.:

Academic, Behavioral, or other Concern, K-3

- 1. Child's Classroom Teacher (even for groups issues) firstname.lastname@apavegas.org
- 2. Elementary Director Christy Campbell -christy.campbell@apavegas.org
- 3. Administrative Director Rachelle Hulet rachelle.hulet@apavegas.org
- 4. Parent Advocate parentadvocate@apavegas.org

Academic, Behavioral, or other Concern, 4-6

- 1. Child's Classroom Teacher (even for groups issues) firstname.lastname@apavegas.org
- 2. Academic Director Christy Campbell
- 3. Administrative Director Rachelle Hulet rachelle.hulet@apavegas.org
- 4. Parent Advocate parentadvocate@apavegas.org

Special Education Concern, K-3

- 1. Child's Classroom Teacher first name.last name@apavegas.org
- 2. Elementary Director Christy Campbell christy.campbell@apavegas.org
- 3. Special Education Case Manager Dusty Masuch dusty.masuch@apavegas.org
- 4. Special Education Director Joan Oz joz@apamail.org
- 5. Executive Director Carolyn Sharette csharette@apamail.org



6. Parent Advocate - parentadvocate@apamail.org

Special Education Concern, 4-6

- 1. Child's Classroom Teacher teacher's first initial.lastname@apavegas.org
- 2. Elementary Director Christy Campbell christy.campbell@apavegas.org
- 3. Special Education Case Manager Anthony Olson Anthony.olson@apavegas.org
- 4. Special Education Director- Joan Oz joz@apamail.org
- 5. Executive Director Carolyn Sharette csharette@apamail.org
- 6. Parent Advocate parentadvocate@ apavegas.org

### Facility or Safety Concern, Carpool

- 1. School Secretary Faun Nelson faun.nelson@ apavegas.org
- 2. Operations Director Ron Banks ron.banks@apavegas.org
- 3. Administrative Director Rachelle Hulet rachelle.hulet@apavegas.org
- 4. Parent Advocate parentadvocate@ apavegas.org

For example: If a parent has a question related to instruction or that relates to the classroom in any way, the classroom teacher should be the first person to whom the parent would go seeking information or resolution. If the parent does not feel their concern has been resolved by the teacher, they should ask the teacher for a meeting with an Administrator. If the parent desires, they may ask the school secretary for an appointment with the Director directly if they feel their concern would best be addressed at that level and they have already tried to address it with the teacher and are uncomfortable asking the teacher for an administrative conference. If the parent feels the Director has not sufficiently resolved their concern, they may bring their concern to the parent advocate member of the Governing Board. This may be done by emailing: parentadvocate@apamail.org.

If a member of the community is unclear who the best person is to answer their question or concern or hear their feedback, they may ask a member of the administrative staff, beginning with one of the school secretaries.

(12) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Board members can be removed from the board, by majority vote of the board members, for:

- failure to attend meetings,
- for receiving a felony conviction,
- for conflicts of interest that the Board deems to be in violation of board by-laws, state laws or regulations, or charter school best practices
- for acting on behalf of the governing board, in writing or spoken word, without proper dispensation from the governing board (preferably by vote) to do so



Goal	Purpose	Outcome Measure
Understand role as fiduciary of public school and how policy governance model facilitates successful achievement of fiduciary duties	Ensure fiscal management and compliance utilizing a policy governance model	Board policies developed and instituted that result in annual audits which reflect sound financial management
Understand role as compliance officers of public school and how policy governance model facilitates successful achievement of compliance requirements	Ensure compliance of public institution with state and federal regulations utilizing a policy governance model	Board policies developed that result in annual compliance with state and federal regulations
Understand Open Meeting Law and requirements for transparency for public schools	Ensure compliance with open meeting law and transparency requirements	All meetings of the Governing Board comply with Open Meetings Law and all transparency requirements are fulfilled.
Understand role as responsible party to implementation of the school's charter and how policy governance model facilitates successful achievement of academic goals	Ensure successful fulfillment of the school's charter with regard to academic outcomes	School meets academic goals and standards as outlined in charter
80% meeting attendance annually	Ensure smooth operation of board by having a quorum at meetings to accomplish school business	80% meeting attendance as recorded in meeting minutes



#### **INCUBATION YEAR DEVELOPMENT**

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year to ensure that the school is ready for a successful launch in fall 2020. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 18.

## See <u>Attachment 18 – Incubation Year Planning Table</u>

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

The 3 leadership positions that will be needed to be filled for the new campus are Campus AD (Administrative Director), Upper Elementary Academic Director (UEAD), Lower Elementary Academic Director (LEAD). These will be EMO employees. The EMO has very high standards for the school leadership positions. 100% of the academic school leaders they have placed in schools have been former teachers in the American Prep system and have received extensive training prior to their placement in an administrator position. We are confident that our talent pool is deep enough in our current Las Vegas school, and with the resources of the EMO, that experienced and talented administrators will be chosen to implement the academic program at the expansion campus.

(3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

These duties fall to our EMO, which has a breadth of talent and replication experience to apply to this expansion. The EMO is not currently expanding elsewhere, nor are they planning to expand in Utah in the future. This elementary school is the completion of our school "system" here in southwest Las Vegas, meaning that the 2 schools complete a "feeder system" which allows all the students who wish to complete their K-12 education at the schools. We are confident in the capacity of the EMO to successfully launch this K-6 school without difficulty.



#### SCHOOL MANAGEMENT CONTRACTS

If the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO), please explain that this sub-section is "Not Applicable" and skip to the next subsection.

We will maintain our current EMO relationship. This section is not applicable.

- (1) How and why was the EMO selected?
- (2) Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- (3) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- (4) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- (5) Please provide the following in Attachment 19:
- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;



- (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
- (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
- (6) Provide a brief overview of the organization's history.
- (7) List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- (8) Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- (9) List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school



personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.



#### **SERVICES**

(1) Provide, as Attachment 20, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

## See Attachment 20

(a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

Most of the transportation services are of nominal expense to the school. If the school were to need to transport a special needs child, we would be required to update our operational budget and pay for this from existing budget funds as there is no transportation funding available to charter schools at this time.

(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

The NSLP program should be a break-even program and we do not anticipate that it will require additional funding.

(c) Facilities maintenance (including janitorial and landscape maintenance)

The facilities maintenance costs currently are included in our annual operational budget, in a few different places in the budget. Some facilities maintenance costs are outlined in line items: "Outside Services/Operations", "Building Maintenance", "Landscape Contracts", "Custodial Contracts" and "Building Improvements" line items. We anticipate the same budget model will be used for the second campus.

(d) Safety and security (include any plans for onsite security personnel)

Safety and security will be maintained through school policy and procedure and implementation of our emergency management plan. We do not anticipate having dedicated onsite security personnel, however we will have a Technology Support person and Facility Support person, both of whom will provide facility security support. The salaries for these individuals are included in our school human resource plan in the "Operation Salaries" line item of our budget.



(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

The technology infrastructure and support mechanisms that will be implemented at our proposed expansion site will be similar to what we currently have at our Sunset Campus. Following is a description of our technology infrastructure at our Sunset campus, and what we plan to replicate at the new campus.

Data enters the school through both cable and telephone lines that provide data for our voice-over-IP (VOIP) phone system and internet access. Data feeds into one router that is then channeled into five switches that provide wired internet access. We have thirty (30) internet hot-spots installed throughout the facility that provide wireless internet access and network access throughout the school and we anticipate a similar set-up at the new campus.

We have a total of eight servers that run our video surveillance, access control, computer access, telephone system, audio sound system and file storage. They are stored in a secure computer room with air-conditioned climate control and backup power supply.

We have four wireless networks, and all four wireless networks are password protected and passwords are updated and changed periodically to ensure network security. The student wireless network has very limited access, and only to those sites and programs that are approved by administration and which fall in line with our School Information Network Acceptable Use Policy. This policy is provided to all users and parents and is signed by all families upon enrollment. It is also signed by all staff members. Students are assigned school email addresses with cloud storage by the IT Director.

Our telephone system connects all of our offices and also allows all teachers to receive real-time emails of any voicemail that is left throughout the day. It is also connected to our audio sound system allowing 2-way communication with every classroom.

All teachers have been issued a laptop computer and Apple TV to use in their classrooms along with wireless microphones that connect to speakers installed in each room and receive initial and ongoing training in the use of technology tools. We currently use MAC OSS to manage and update all settings on staff computers. Only the technology director and one support staff member have access to the administrative accounts on the computers to provide security for the network. Staff are also assigned school email addresses with cloud storage by the HR Director.

We have a total of eight portable lab carts that each house 33 laptop computers which are used school-wide for classroom use as well as for state assessments.

All technology components are inventoried, updated and maintained by our Technology Director.



(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

We are currently using Infinite Campus to manage student information for our 1550-student Sunset Campus. Our Technology Director, Dan Rivera is an expert on the IC system, being a former teacher who used the system extensively from the classroom perspective and managing the school-wide implementation for us for the past year. Mr. Rivera provides training and support to all teachers and staff members on the IC system. He manages the data and he monitors to ensure the system is being fully utilized and correctly maintained. Mr. Rivera will train a campus Tech Support person (yet to be hired) for the 2nd campus and ensure he/she is fully trained and able to assist teachers and staff at the new campus in using the IC system fully and correctly.

We currently have three (3) staff members that input data into the IC system. This will expand to four (4) staff members, once the new campus is open. These personnel receive all required documentation from the students and parents and enter it into IC accordingly. Regular data checks are done to ensure student enrollment information is not duplicated or inaccurate.

All teachers are trained in using the Campus Instruction portion of IC. Grades are entered in and updated weekly by teachers and academic administrators. The academic team and secondary director reviews all data to ensure that is is accurate and complete. Our Technology Director also monitors academic reports.

#### Staff members who enter data:

- Tech Director (Mr. Rivera) Project Manager for Infinite Campus
- Data Input: Stacie Gibson, Fawn Nelson, Cindy Mayo
- (4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

American Prep takes very seriously the data privacy laws and rules that our federal and state governments have enacted. Our practices appropriately protect student data and limit access to it as required. Under the lead of the Administrative Director (Mrs. Hulet) and the Technology Director (Mr. Rivera):

• Teachers and staff members all receive annual training to ensure they understand which data must be protected and how to protect it within the practices of the school. All staff



members that leave employment of APA will immediately lose access to all building and network access, including email, computer files and student files.

- All protected data is kept in school data repositories with permissions only provided to staff
  members on an "as needed" basis. All online information is backed up nightly on our
  network protected servers. All protected information including staff files, 504 files and
  Special Education files will be kept in an administrative office in a locked filing cabinet with
  limited access given to Administrators and the Special Ed directors.
- Administrators (Mrs. Hulet and Mr. Rivera) institute email practices and train staff on those practices to ensure that privileged information is not disseminated inappropriately.
- SPCSA and DOE will be given adequate access to Infinite Campus as well as all physical files for auditing and reporting purposes.
- All information is backed up on our secured servers as well as on a secure cloud account. Recovery of information would be easily accessible.



#### **FACILITIES**

(1) Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.

Facilities acquisition or construction is a very challenging aspect of charter school management. As funding is not provided for charter schools to construct a new building prior to their first year of operation, we have been very creative in finding affordable and adequate spaces for our academic model. In Las Vegas, we began our first year of operation at an existing facility on 6000 W Oakey Blvd. This facility was rented previously by a charter school, so we were fortunate to find a place that already had classroom spaces. We spent a few hundred thousand dollars on renovations to make restrooms more accessible and to add portable classrooms. We benefited tremendously from a willing EMO partner to assist the school in financing and planning these renovations.

The EMO, American Preparatory Schools (APS) has managed the opening of 8 charter schools and is very experienced and knowledgeable on the type of space needed to run the unique academic model of the American Prep schools. In addition to having deep facility development experience, the EMO has contacts in the construction and financing realm that were willing to extend to our school favorable rates using the EMO's reputation and guarantee. The EMO's contacts were willing to finance our current Sunset campus and get it constructed in time for our second year of operation for the 2015-2016 school year.

The EMO encountered delays in the construction process for the Sunset campus. Although the EMO has had significant experience building charter schools in Utah, their construction experience at that time was limited to Utah. Delays were encountered at Clark County related to the permitting process. These delays were initially what caused American Prep to implement a contingency plan. They located the 6000 W Oakey Blvd. building for our first year of operation for the 2014/2015 school year, when it became clear that a contingency plan would be needed as the new facility would not be constructed in time. The first phase of our newly constructed Sunset campus was completed in time for our second year and was able to accommodate 1,000 students. As the second phase of the Sunset campus was being completed, we continued to rent out the Oakey location and served 400 students that would later transfer, in our third year of operation, to our current 1,550-student Sunset campus.

Other delay experiences that the EMO has experienced include a significant delay in Draper, Utah in the fall of 2017. Again, a solid contingency plan was important to ensure that the school could open on time and operate until the facility was completed. A land dispute at the Draper 3 High School delayed the construction by about 2 months. The EMO contingency plan included dividing the 550 7-12th grade students by grade levels, and placing them into several of the other American Prep schools for a period of 2 months, until the new school facility was completed. The EMO also filled their office space with classrooms for some of these students. This delay was challenging, but the



EMO contingency plan successfully provided a solution to educate all of the students in existing school and office space at no additional cost to the school.

We have come to learn that delays and complications with construction are to be expected, and that contingencies must be in place and adequate time given to prepare to open a new campus, as it is a monumental task. This is one of the reasons that we are applying for a new expansion so far ahead of time. We must begin the planning and permitting process no later than Summer of 2018 in order to have a completed facility by Fall of 2020. If this application is approved, the EMO will have more lead time on this project than they have ever had on a project and we feel confident in the timeline. However, a contingency plan will be developed in any case.

(2) Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

The EMO, American Preparatory Schools (APS), is responsible for acquiring school facilities. APS has procured property options for the American Prep schools in Utah and Nevada. APS has on retainer an architect that has designed many of the American Prep schools. The architect, the management organization, and the school board will participate in finding a location for the proposed Las Vegas 2 campus. The board will ultimately decide where to build the new campus.

APS has been willing to provide to the school funds if funds are needed before finding suitable financing. For example, APS provided a \$100,000 loan at 0% interest to cover FF&E and curriculum items prior to American Prep Las Vegas' first year of operation at the Oakey campus. APS has articulated a willingness (and has already begun) to contribute to start-up costs related to finding property for the second campus.

APS has begun seeking out financing for the second campus. Certain institutions with whom they have developed relationships are willing to loan American Prep schools needed funds to construct a facility based on the reputation and guarantee of the management organization. Multiple institutions and financing options are currently being vetted by APS.

The outcome of the Sunset campus financing structure resulted in the school being purchased by the school's foundation, APEF, in year 3 of operation, utilizing tax-exempt bonds, in November 2017. The foundation was able to purchase an additional 5 acres for the school's use, as well as refinance the debt resulting in an annual lease payment to the foundation that is 17% of the school's total expenditures, which is a very competitive arrangement and benefits the school greatly. The management company has no further interest or involvement in the Sunset school facility, as their goal was to secure for the school a long-term facility arrangement that is financially advantageous to the school. It is anticipated that a similar arrangement will be developed for the expansion campus.

For the expansion campus, when the expansion application is approved, and financing has been identified, the chosen property will be placed under contract while due diligence items are



thoroughly vetted. At the same time, architectural drawings will be completed and construction bids will be sought. The governing board of the charter school will ultimately decide on the property, financing, building plans and contractor.

The maintenance of facilities will be the primary responsibility of the local American Prep Las Vegas Operations Manager Ron Banks (American Prep school employee), with support from the management company's Operations Director (Tim Evancich), whose primary office location is in Utah, but who travels frequently to Las Vegas to oversee projects. We anticipate that we will also hire a full-time staff member as the Operations/IT Manager for the Las Vegas 2 campus. This would be a consistent model that APS has employed across all of their schools and is accounted for in the budget found in Attachment 21 - Budget and Attachment 22 - Financial Plan.

- (3) If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, please provide:
- (a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4
- (b) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5
- (c) A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet as Attachment 6
- (d) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7
- (e) A copy of the Certificate of Occupancy at Attachment 8
- (f) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as Attachment 9
- (g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10

We intend to purchase land and construct a building, so this section is not applicable.

(4) If a proposed facility has not been identified or the proposed facility requires any construction or renovation prior to the commencement of instruction, please provide:



(a) Either a discussion of the desired community of location and the rationale for selecting that community <u>AND</u> an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 4 **OR** the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4

Our EMO is currently reviewing property and intends to purchase land and construct a building.

(b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 5 **OR**, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5

The school will submit the documentation required for review and approval in compliance with NAC 386.3265.

(c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 6 **OR**, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet <u>AND</u> an assurance that the school will submit final documentation in compliance with NAC 386.3265 as Attachment 6

We intend to acquire property and construct a building. Please see <u>Attachment 6</u>.

(d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 7 OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7

The school will submit the documentation required for review and approval in compliance with NAC 386.3265.



(e) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 8

Please see <u>Attachment 8</u> for a construction plan and Gannt chart. The school will submit the documentation required for review and approval prior to acquisition of any facility in compliance with NAC 386.3265.

(f) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 9

The school will submit the documentation required in 4(f) for review and approval in compliance with NAC 386.3265

(g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10

The school will submit the documentation required in 4(g) for review and approval in compliance with NAC 386.3265.

(5) For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.

American Prep's current plans include operation at the current Sunset facility, and the expansion to the future facility mentioned in this application. A two-school network with an Elementary school and a K-12 has seemed to work well as a charter school model in other cities, such as Draper, Utah and West Valley, Utah. Demand for the American Prep model will be the primary factor for expansion, but we know that we are not capable of successfully expanding our model at a rate that the demand may justify. We have no plans to expand in the future.



(a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.

The EMO is responsible to secure the facilities

(b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 8. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 9.

The school will submit the documentation required in 5(b) for review and approval in compliance with NAC 386.3265

- (6) Please include the organization's plans to finance these facilities, including:
- (a) Total project cost for each facility

We anticipate land acquisition to cost around \$3,000,000 and the construction cost to be around \$10,000,000. This is based on current market rates for viable properties, and historical construction costs for a 45,000-50,000 square foot American Prep school increased for inflation and construction market costs. We also assumed in our budget another \$1,000,000 in costs for a total of \$14,000,000 in the project budget to pay for furniture, fixtures, and equipment, financing cost, and to account for conservatism in budgeting.



#### (b) Financing and financing assumptions

The financing assumptions evident in our budget found as Attachment 22 are based on current market rates and recent charter school financings. We have researched recent charter school financings to find out current market rates. These can fluctuate widely depending on a charter school's reputation and perceived credit risk. For example, we discovered a recent charter school financing in Texas at the following rates: 4.5% for the first 18 months, 5.5% for the next 3.5 years, and 7% for the next 25 years. This is a more favorable example of financing for a start-up charter school. These types of escalating financings are typical with charter schools because charter schools typically source more favorable long-term financing after the first few years of operation. This would be the plan with our new campus as well.

Another example is the financing that APS recently secured for a school in Utah. Through a large bank and an additional secondary investor they secured a rate of 4.625% on 80% of the financing and a rate of 8% on the remaining 20% of the financing for a term of 7 years. This equals out to a blended rate of 5.3%. We used more conservative assumptions in our attached budget than those in the example above, because the example above is for a Utah American Prep school, which has a longer track record and a much larger network than our Nevada American Prep school. For our 2nd Nevada campus we assumed that the rate for our first 1.5 years would be 5% and the rate for the next 3.5 years would be 5.5%. This equals out to a blended rate of 5.35% but at a term of only 5 years. We believe that we will easily be able to refinance through a bond after 2-3 years of operation at favorable long-term interest rates, since we have already bonded in the past with our current Sunset building. Although our management company cannot guarantee rates we have discussed here, we are confident that we are "in the ballpark" with these currently available rates, utilizing the track record of the management company to secure them.

### (c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole

Authorizers often recommend a facility cost that constitutes a burden of less than 25% of the total expenses of the school. The initial rate for a school is usually higher than the long term rate. Our Sunset campus has a facility cost that represents 17% of our expenses and our proposed 2nd campus has a projected facility cost that represents 21% of total expenses. The overall rate for the network will be 18%, and we expect this to slightly decrease after the 2nd campus enters into a long term bond financing after 2-3 years. The Utah American Prep network has a blended rate of only 13%, with the original American Prep school having a rate of only 6% (see <a href="Attachment 31">Attachment 31</a>—Utah Facilities Cost). This is a good representation of how the rate decreases over time, as credit risk decreases and as the principal of a building is paid off. American Preparatory Schools will continually seek appropriate refinance opportunities that can bring the cost of the facility down over time.



The total annual projected facility cost for our 2nd campus amounts to \$1,005,862.26, and for our Sunset campus is \$2,003,971, totaling an annual network cost of \$3,009,833.90. The maximum facilities cost that the financial model would be able to tolerate would be 25% of total expenses, which amounts to \$3,620,087; however to tolerate such a high facilities expense would require our financial model to adjust resources from staff expenses to facilities costs, which is undesirable especially for our academic model and so there is great motivation to keep the facility costs as low as possible.



#### **ONGOING OPERATIONS**

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

Types of security personnel - Mr. Ron Banks, Security and Operations Director, Craig Jex, Emergency Response Commander, Safety Support (operations assistant). We will employ these same types of security personnel at the new campus.

Technology and Equipment - Cameras (interior and exterior) that include audio and video recordings for up to 21 days, computerized access control including electronic fobs and manual keys, monitored security system, including 3 access panels. Integrated fire alarm and sprinkler system.

Policies - We will use our emergency management plan as a template for the new campus, making adjustments as necessary to align with the unique aspects of the physical campus.

Primarily Responsible: Ron Banks, Security and Operations Director

We do not anticipate contracting with the local school district for school police services.

The school currently communicates with local law enforcement and public safety agencies via our Emergency Response Commander (Craig Jex). He meets with and coordinates with them and established communication procedures. Local law enforcement has an arrangement to use our Sunset facility for training, which also provides them great familiarity with our facility, and the opportunity to provide input with regard to our safety plans. Mr. Jex's responsibilities will expand to the new campus as well, in an oversight and training capacity to the staff at the school.



(2) Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

The types of coverages that will be secured for the new expansion will likely not change much since the scope of school's operations will not be changing. However, the increase in student count and the addition of a new campus call for a reassessment of adequate levels of insurance. After careful consideration and discussion with APA, we have a plan to incorporate the proper insurance policies, coverages and limits which we feel are more than adequate given the schools. size, scope of operations and other risk factors. We have also taken into account what similar organizations have done to address these risks in the Nevada market as well as surrounding states. These coverages and limits are outlined in Attachment 26 for your review.



#### **FINANCIAL PLAN**

#### **Financial Systems and Processes**

Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

Accounting will primarily be a responsibility of the management company's accounting team, which consists of our Business Manager, Phil Collins and his Senior Accountant, Brent Burggraaf.

Day-to-day school-level accounting functions such as accounts payable, accounts receivable, purchasing and cash management will be conducted under the direction of the School Principal, Christie Olivieri. Purchasing is managed from the school level by a Purchasing Manager and the School Principal, providing multiple checks and balances with regard to issuance of PO's and implementation of the purchasing process which is accomplished based upon school financial policies and procedures.

Budgets are established collaboratively at the beginning of the year by the finance team, the school Principal, Mrs. Olivieri, and the Administrative Director, Mrs. Hulet. The expansion campus budget will also be established by this team. A purchasing plan will be developed based upon the budget and items will be purchased within school purchasing policies. As school staff request supplies and materials, these will be procured under the direction of the Principal and Administrative Director to ensure the budget maintains integrity.

Budgets are updated and watched by the accounting team throughout the year and updates are given to the school-level staff so they are able to provide proper controls on the spending.

Payroll is outsourced to a payroll company and is managed on the school side by the school's local HR Manager, Meaghan Wheeler, with consultation and support from the management company's HR department.

Periodic audits of expenditures are conducted by the management company's accounting team. The School Principal and Administrative Director clarify audit items on individual purchases where questions may arise.

Administrative services are contracted via the school's EMO contract with APS. This includes accounting services. Accounting services will be delivered within the rules and guidelines of the federal government, state laws and rules, and governing board financial policies. These policies include a stipulation that governing board approval is required on large purchases and second signatures are required on purchases over \$5,000. Other administrative services that will be contracted out include payroll services.

The governing board of the school holds contractors accountable, including the EMO, by holding monthly board meetings during which the Educational Management Company gives a report on



financials, academics, and operations. The contract, found <u>in Attachment 19 - EMO Agreement</u>

<u>Documentation</u>, details the responsibilities of the management company as well as the remedies of the board for contractual negligence. The governing board has the ability to cancel their contract with the Educational Management Company at any time, for any reason.

- (1) As Attachment 21, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative in Attachment 21. Include the following:
- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of Attachment 10. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Please see <u>Attachment 21 – Budget Narrative</u>.

(g) Submit a completed financial plan workbook for the proposed school as Attachment 22 (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

Please see Attachment 22 - Financial Plan.



(2) Submit, as Attachment 23, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

### See Attachment 23, Budget

- (3) Provide, as Attachment 24, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
- (4) Complete the audit data worksheet in Attachment 24. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 24.

#### This section does not apply.

(5) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

The development plan for fundraising needs is put together by the Administrative Director of the campus, the Executive Director of the EMO, and the Director of American Preparatory Education Foundation (APEF). We also use the help and resources of our FSO (family school organization - parent volunteer group) to organize and carry out our events. All of our fundraising efforts have a specific goal in mind as there are never arbitrary fundraising events planned. We run three major campaigns every year. The focus of our campaigns is to not only raise funds for specific items needed, but also as a community event where businesses, families and the community can come together to participate and interact. We also find a philanthropic need and allot a portion of our proceeds to that cause. The three major campaigns are listed below.



- 1. Fall Carnival: This event has been used to fundraise for band equipment, field trip transportation costs, canopy for our elementary playground (on-going), graduation expenses and equipment for school-wide activities such as lighting, pipe and drape and flooring. This is a community carnival which allows local businesses to participate in this fun family event and get to better know the American Prep school and community.
- 2. Spring Fun Run and 5K Race: This event was also used to raise money for our playground canopy as well as to help provide working bathroom facilities for our sister school in Africa. We use this event to teach our students that they can make a difference and they can change the word for the better.
- 3. Summer camps: The programs we run in the summer are directly tied to the sport or club that is running the event. The monies collected create a budget for what those activities will cost.

We have received some funds from partner organizations including Box Tops and Lifetouch. The allocating of these funds is determined by our business manager and board. The funds received goes back into classroom supplies, field trips and incentives for students. We will continue to run these events at our current campus and will expand to include the new campus as well. We will combine all the resources of both campuses for all events to ensure the success of the campaigns. The board has been very supportive of all fundraising efforts and will continue to support as needed. The school does not rely on fundraising money for its financial viability.

(6) Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

The school's financial management decisions are made primarily between the school Business Manager and the EMO accounting team. The budget is developed by the accounting team with input from the school's Business Manager and other relevant parties at the school, such as the curriculum specialist and the enrollment coordinator. The board approves all budgets and financials. The governing board also gives strategic direction to the EMO. For example, if the board chooses to implement a goal to increase teacher wages by 10% in three years, the EMO will include those as parameters in the budgets. The school's on-site business manager verifies and approves or denies all invoices. She then writes the checks and sends them to the CFO for signature. Checks over \$5,000 require a signature from a member of the board. In that case, signatures are gathered from the financial expert on the governing board - Jon Gardner. Our procedures related to internal controls can be found as Attachment 35.

### **ATTACHMENTS**

Attachments 99

**Letter of Transmittal From the Board** 



April 12, 2018

Marc Modrcin
Director of Authorizing
State Public Charter School Authority

Subject: Letter of Transmittal

Dear Sir,

We are pleased to submit to you an Expansion Amendment Request to Operate Additional Campuses.

The board of American Preparatory Academy-Las Vegas approved the submission of intent for expansion amendment request to operate additional campuses on April 4, 2018, in a public board meeting held at APA-LV. The board also voted to submit the completed amendment request in a public board meeting held on April 11, 2018.

The amendment request will include the building and operating of a new K-6 facility, including an enrollment projection of 640 students. This campus would be ready for enrollment and operation for the 2020-2021 School Year. The location for this campus has not yet been identified, but plans include building a facility in the Southwest part of Las Vegas, creating a small network of schools for American Prep.

The expansion amendment request will be submitted to the Nevada State Public School Authority no later than April 15, 2018.

Sincerely,

lee iglody (Apr 11, 2018)

Lee Iglody Governing Board Chair

Achieving Academic Success and Developing Good Character

**Board Meeting Agenda** 

### NOTICE OF SPECIAL PUBLIC MEETING OF AMERICAN PREPARATORY ACADEMY

The Governing Body of AMERICAN PREPARATORY ACADEMY will have a special meeting on Friday January 19<sup>th</sup> at 12:00 pm at 8377 West Patrick Lane, Las Vegas, NV 89113. Below is an agenda of all items scheduled to be considered. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the chairperson. Reasonable efforts will be made to accommodate physically handicapped persons desiring to attend the meeting. Please contact APA's Office at (702) 970-6800 in advance so arrangements can be made. Public comment may be limited to three minutes per person at the discretion of the chairperson.

- 1. Call to order
- 2. Pledge of Allegiance/Roll Call
- Approval of minutes from 11-2-2017 board meeting
- 4. Public Comments and Discussion Members of the public are invited to comment on any items on the agenda below. No action will be taken on any items during the public comment period, but may be taken at the appropriate point in the agenda
- 5. Discussion and possible action: School Performance Plan
- 6. Discussion and possible action: Staffing Solutions
- 7. Discussion and possible action: Amendment request to expand
- 8. Discussion and possible action: NIAA application
- 9. Discussion and possible action: Financial Report
- 10. Discussion: APS Update
- 11. Discussion and possible action: Academic Report Christie Olivieri
- 12. Discussion and possible action: NRS 388A.320(5) payment to eligible members of board
- 13. Board Comments- Discussion
- 14. Public Comments- Discussion

This notice and agenda has been posted on APALV's website and on or before 9am on the third working day before the meeting at the following locations:

- 1. Spring Valley Library 4280 South Jones Blvd, Las Vegas, NV 89103
- 2. West Charleston Library 6301 W Charleston Blvd, Las Vegas, NV 891463.
- Sahara West Library 9600 W Sahara Ave, Las Vegas, NV 89117
- \* In Accordance with Section 241.020(2)(c)(2) of the Nevada Revised Statutes, all of the agenda items are subject to action and disposition by the governing board, unless the agenda item specifically indicates otherwise. To promote efficiency and as an accommodation to the parties involved, agenda items may be taken out of order.

**Board Meeting Minutes (Approved)** 

Governing Board Meeting Minutes American Preparatory – Las Vegas January 19th, 2017

Attendance:

Board Members: Lee Iglody, Jon Gardner, Rachel Lillian, Paris Bayardo

Public: Daniel Braisted, Esther Williams, Erin Phillips

Staff: Rachelle Hulet, Christie Olivieri

- 1. Welcome/Call to order Lee Iglody
- 2. Pledge of Allegiance/Roll Call
- 3. Approval of Minutes from 12-1-2017

MOTION: To approve the minutes from the 12-1-2017 Governing Board meeting:

Moved: Paris Bayardo Second: Rachel Lillian Status: Approved

- 4. Public Comments and Discussion-Members of the public are invited to comment on any items on the agenda below. No action will be taken on any items during the public comment period, but may be taken at the appropriate point in the agenda.
- 5. Discussion and possible action: School Performance Plan

MOTION: Move to approve the School Performance Plan

Moved: Rachel Lillian Second: Jon Gardner Status: Approved

6. Discussion and possible action: Staffing Solutions-There is another contract for everyone to review. It will be between the school and the staffing company. We want to make sure all the terms are good. This contract will allow those who are retired from the State of Nevada to be hired. This will allow flexibility in staffing. Jon Garder will lead up reviewing this contract.

MOTION: NONE

Moved: Second: Status: 7. Discussion and possible action: Amendment request to expand-We are in a great position with our high star rating and having a fully functioning staff to begin looking into opening another K-6 school. We also have a large waiting list. The search for 5 acres has started, and we will keep it close to the current school.

MOTION: Move to approve submission of letter of intent to submit amendment application to charter.

Moved:Paris Bayardo Second: Jon Gardner Status: Approved

8. Discussion and possible action: NIAA Application-Our Athletic Director has been working with the School Charter League. This application allows us probation for two years to have games with NIAA schools along with the Charter League.

MOTION: Move to approve moving forward with the NIAA Application

Moved: Paris Bayardo Second: Jon Gardner Status: Approved

9. Discussion and possible action: Financial Report-move to next agenda

MOTION: NONE

Moved: Second: Status:

- 10. Discussion: APS Update-They are working with the charter authority in having a Charter Leader Committee to help support and push things forward with other school charters. This will help us as Charter Schools to be unified and to work together.
- 11. Discussion and possible action: Academic Report Christie Olivieri-Just finished Winterim and they will be having their closing assembly today. Some of the winners of the spelling bee will be going to the district spelling bee. They are planning graduation for May 26.

12. Discussion and possible action: NRS 388A.320(5) payment to eligible members of board

MOTION: Move to approve

Moved: Lee Iglody Second: Jon Gardner Status: Approved

- 13. Board Comments-Discussion-Jon has reached out to some of the banks abour our credit card usage. The master account has an overall credit limit but each card on that account has a smaller limit. Some of the card users need more (like curriculum). So we could do a pool share so that they don't have smaller limits. We could have Lincoln come up with new limits for each card user, this way allows for financial control so that no one can use more than they should. We have a strong account now with Nevada Bank and so they will review to see if there is a better account for us now. Board candidate Ernie Elliott comes from a background of educators is now in the healthcare world. Would be a great addition.
- 14. Public Comments-Discussion
- 15. Adjournment

MOTION: Move to adjourn

Moved:Lee Iglody Second: Rachel Lillian Status: Approved

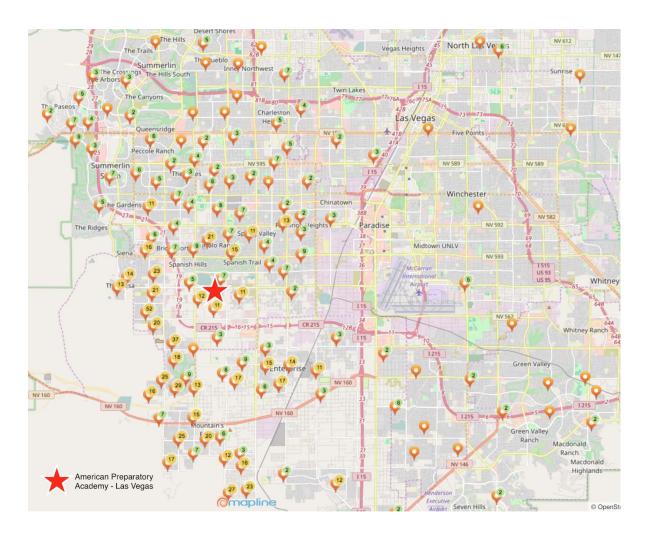
Topics for next meeting:

Rachel Lillian, Secretary APA-LV Board

Roll Siller 2-7-18

**Desired Community of Location** 

The desired location for the Las Vegas 2 campus is somewhere within a three-mile radius of the current school at an affordable piece of vacant property. We have found that having two schools more than about 15 minutes American Prep restricts us from "sharing" personnel at both campuses. For that reason we hope to build our second campus relatively close to our current campus, but more than one mile away to accommodate neighborhood enrollees. Our current school population can be seen geographically on the map below:



A significant amount of families come from the south of the 215 highway, which is also where Las Vegas is seeing significant growth. This area south of 215 and close to Blue Diamond also seems to be where there is more affordable land options.

We hope to build the school in a location that is accessible to local neighborhoods, but also close to highways so that families across the valley that are interested in the American Preparatory model can access the school.

The school will submit the documentation required in 4(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265

Purchase or Lease Agreement of Existing Facility

This section does not apply.

**General Specs for Facility Search** 

In addition to the parameters listed in Attachment 4, we will seek out a piece of property that is at least 5 acres and can adequately fit a school building that is 45,000-50,000 square feet in size, a playground and playing field, and sufficient parking and driveways to accommodate the increased traffic that we see at charter schools. 45,000-50,000 square feet is the size of American Prep's  $\sim\!600$  student schools in Utah. Vitally important when seeking appropriate land is also the surrounding roadways. As traffic is heavy during pickup and drop-off, it is important to find property close to roads that can handle the heavy traffic during those times without encumbering local and neighborhood traffic.

The school will submit final documentation in compliance with NAC 386.3265.

**Details of Existing Facility** 

The school will submit the documentation required for review and approval in compliance with NAC 386.3265.

**Construction Plan** 

#### **Construction Plan**

Although we have not yet retained an architect or contractor for the construction of the new school, we have spoken to the architects and contractors from our previous construction project at APA-LV Sunset campus and understand that our timeline should follow the schedule below.

Also as part of this attachment is our Gannt chart from our Sunset construction project. Even though this proposed building will be about half the size of that project, the individual components in the Gannt chart will be very similar.

April - June 2018: Secure financing and property acquisition (closing will be contingent on approval of the expansion application)

June 2018 - December 2018: Architectural & engineering (includes civil design)

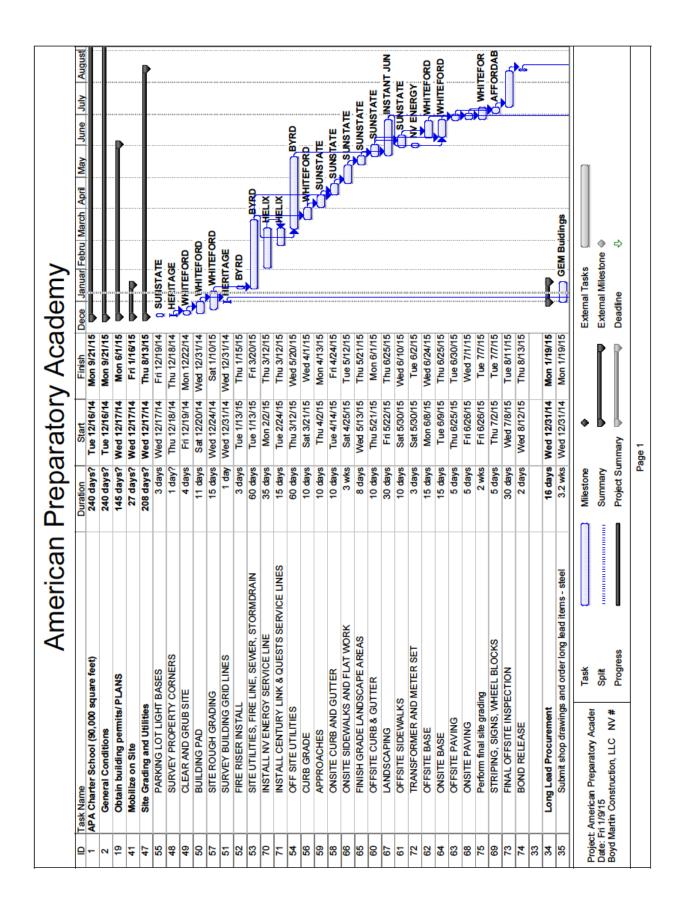
January 2019 - August 2019: Clark County/State Fire Marshall approvals and Building Permit

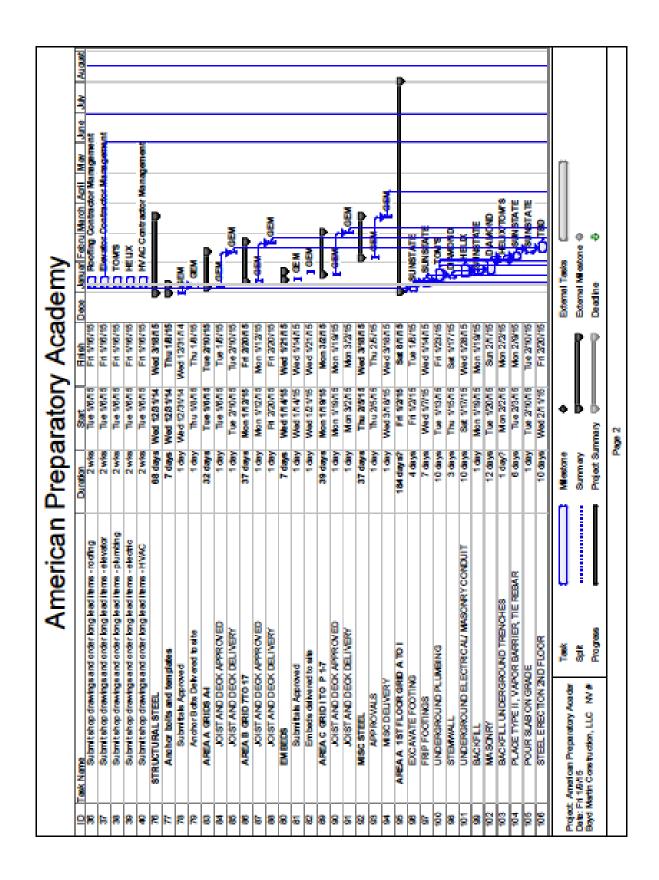
August 2019 - July 2020: Construction (see detailed Gannt chart)

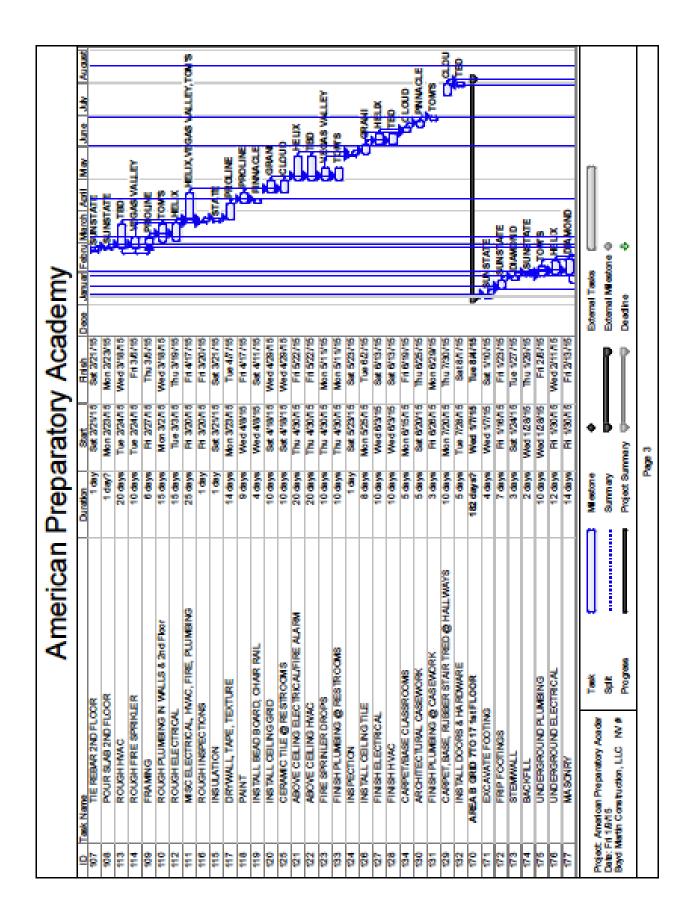
August 2020: Receive elevator, architect, local building agency, and fire marshal's inspection

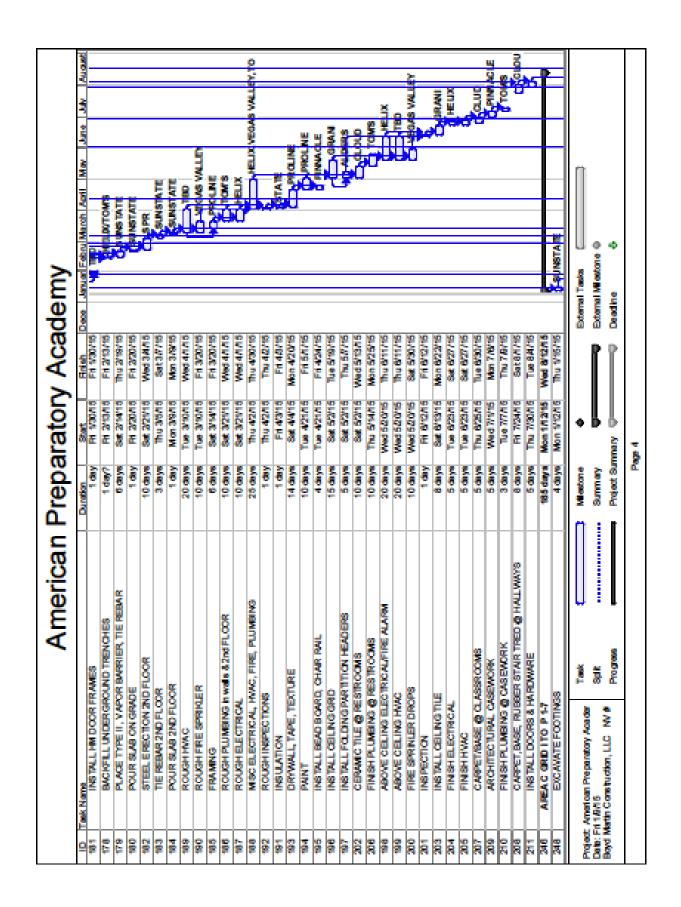
August 2020: Obtain Certificate of Occupancy

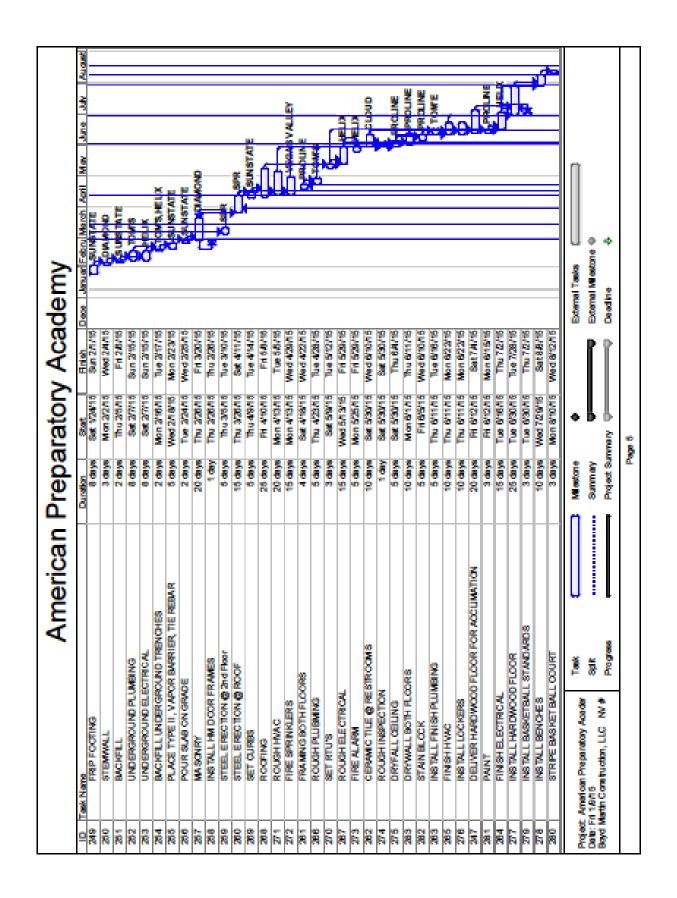
The school will submit the documentation required for review and approval in compliance with NAC 386.3265

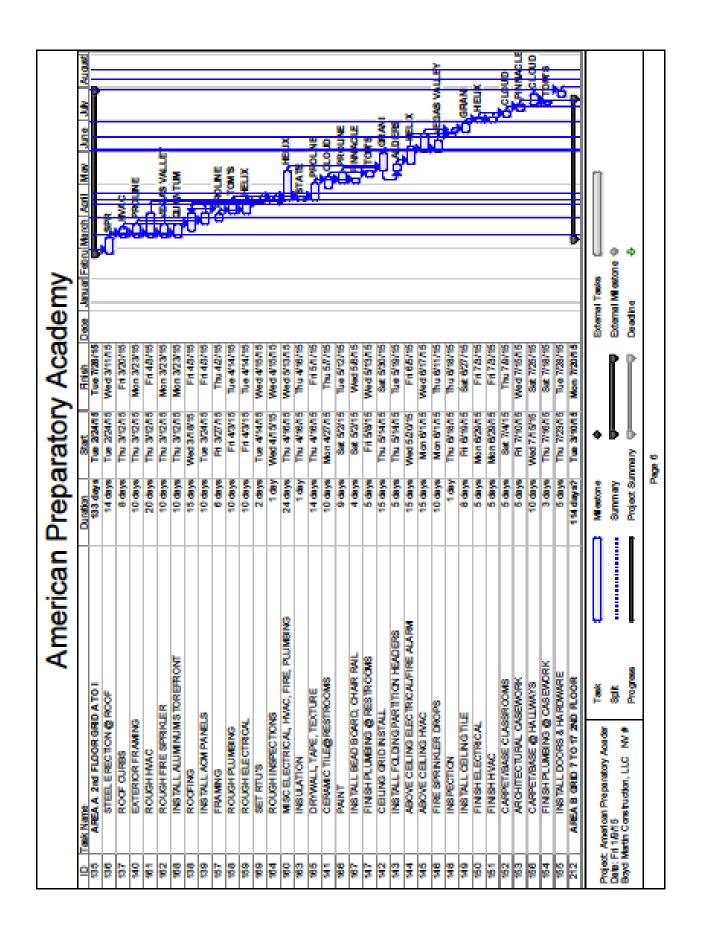


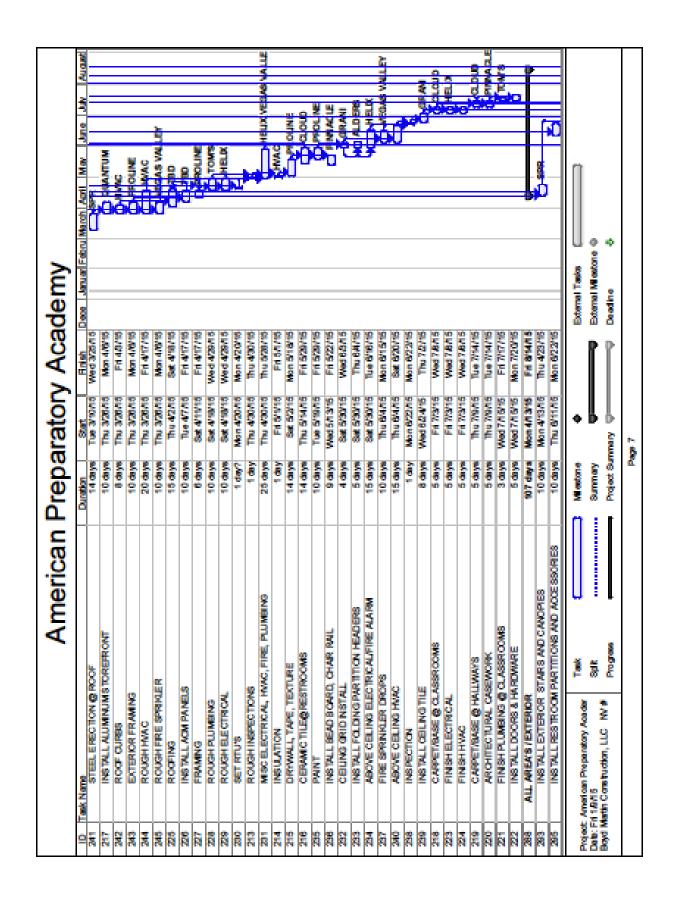


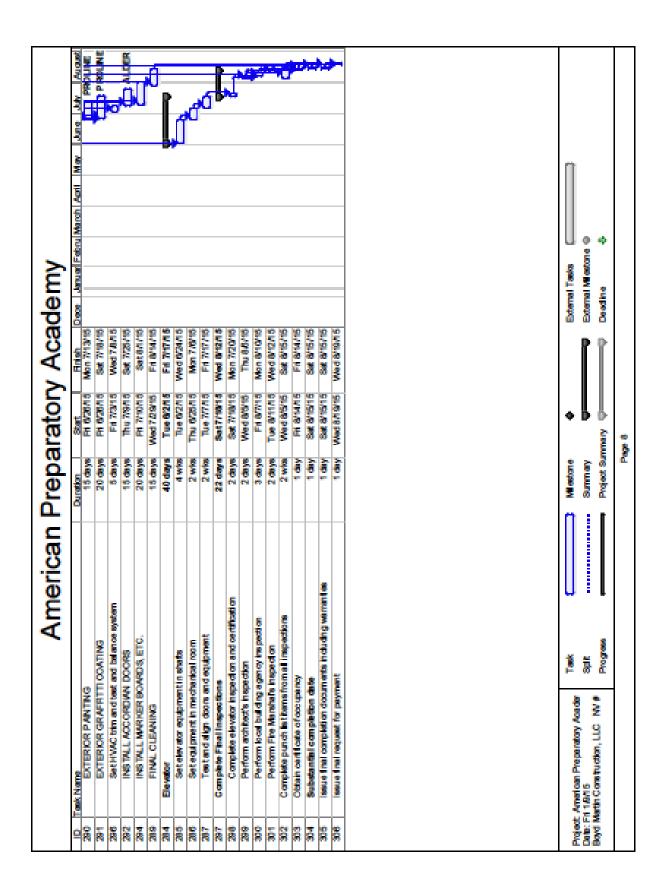












**Documentation of Code Compliance** 

The school will submit the documentation required for review and approval in compliance with		
NAC 386.3265		

**OSHA Compliance** 

The school will submit the documentation required for review and approval in compliance with NAC 386.3265		

**Letters of Community Support** 



April 9, 2018

Rachelle Hulet Administrative Director, American Preparatory Schools 8377 West Patrick Lane Las Vegas, NV 89113

To whom this may concern,

It is my pleasure to write this letter of support for American Preparatory Academy. We, Advance Insurance & Benefits NV Inc., have been in partnership with American Preparatory Academy (APA) for 4 years and we are very pleased with what they do in our community. APA continues to provide an impressive educational experience for students across the Las Vegas Valley. In addition to an amazing educational experience, APA provides character development resources, clubs, sports and summer camps in a wholesome environment for all in the community, not limited to students who attend their school.

Our corporation was established in Las Vegas in 1989. As a local, family-owned, small business we are very interested in the continued development of our community. The educational system in Clark County has had its fair share of struggles and we see great promise in what APA has brought to Las Vegas. Through their curriculum and character development efforts we see students that are smart, respectful, kind, hard workers, patriotic, and selfless. In fact, when you walk the halls of APA or attend their assemblies these are the words I would use to describe ALL of their student body.

One thing about APA that stands out to me above all else is their level of engagement with parents. While the teachers & staff have a large influence on the success of the student, it ultimately depends on strong support at home for the student to achieve their full potential. By engaging with parents and involving them in so many volunteer opportunities, I see parents that are much more interested in the well-being of their students than other schools.

There are few other educational organizations that we would be as willing to support as APA. We know that every dollar we give to support directly impacts the success of the individual student. This is why we choose to continue to support APA.

Sincerely,

Daniel Dye

Director, Advance Insurance & Benefits NV, Inc.

6290 S Rainbow Blvd. Las Vegas, NV 89118
702-254-6141 – info@advancenv.com – www.advancenv.com



March 30, 2018

It is my pleasure to write this letter of support for American Preparatory Academy (APA), Las Vegas Campus', charter application. APA's pursuit of providing the best educational experience in a moral and wholesome environment to as many students as possible is commendable. If approved, APA could greatly enhance the educational opportunities for many of Nevada's students.

With its vision of classical education and character development, APA replicates a proven educational model that emphasizes civic engagement, leadership development and academic excellence.

Charter schools provide benefits to our communities and immeasurable value to a child's future. Approval of APA would allow Nevada families a choice and greater accessibility to proven excellence and high quality education for their children. Thank you for providing me with this opportunity to express my support for APA's charter application. Please don't hesitate to contact me if I may be of further assistance in providing you with additionally comment.

Sincerely,

Laurie Saposhnik

Owner Mathnasium of Santa Monica, Summerlin and Rhodes Ranch, Northwest Las Vegas, and Red Rock

Laurie.Saposhnik@mathnasium.com

702-835-3634



# To whom it may concern:

I am writing this letter in support of American Prepatory Academy and their application to open a second charter school in the Las Vegas Valley.

Having taught martial arts programs throughout the valley for different schools, I can honestly tell you that APA is step above when it comes to professionalism, dedication and enthusiasm for their students. I truly believe that their model should be implemented nationwide; they are teaching children to be leaders.

The addition of a second campus would be hugely beneficial to any community that is looking for a positive place to send their children. Your consideration is appreciated.

Sincerely,

Michael Hamm Headmaster Ten Tigers Martial Arts (702) 207-6390

# THC Capital

9360 W Flamingo Road Suite 110-530 Las Vegas, Nevada 89147

April 5, 2018

To whom it may concern,

On behalf of American Preparatory Academy I am pleased to support their charter application to expand and open another location for their schools here in Las Vegas. APA truly has the best educational experience here in Las Vegas. Not only are their students getting the best education but they hold their students to have high morals by teaching them how to have good character. They set their expectations high for students and they help students to reach their goals. All of the staff are positive and great role models for all students.

One of my favorite things about American Preparatory Academy is that they honor our American history daily and have two yearly community assemblies honoring local military for Veterans Day and Memorial Day.

As a parent of American Preparatory Academy and a Las Vegas business owner, I believe that all schools in Las Vegas should use their model of success. I encourage the Nevada State Charter Public School Authority to approve their application and believe that American Preparatory will create a brighter future of all Las Vegas.

Thank you,

David S. Herman Sr.

President

THC Capital

<u>david@hermancompanies.com</u>

702-332-9169

**Job Descriptions** 

#### Charter School Board Members

Governing board members meet at least quarterly in open meetings where they receive administrative, financial, and operations reports from the School Principal/Business Manager, and the EMO (American Preparatory Schools). Governing board members provide governance and oversight, ensuring that school activities align with goals and assurances defined in the Charter Agreements.

One member of the board, Paris Bayardo, is also the chair of the hiring committee, along with the Administrative Director, Academic Director, Secondary Director, and local Human Resources employee.

### School Principal / Business Manager

The School Principal/Business Manager, and Administrative Director work together to manage and facilitate all non-academic functions of the school. Together they develop the budget and approve purchases. The Principal/Business Manager and Administrative Director are jointly responsible for legal compliance with all rules and regulations that apply to the school. The Principal and Administrative Director sit on the hiring committee with the Academic Director, Secondary Director, Board Member and local Human Resources employee.

#### Administrative Director

The Administrative Director works together with the School Principal/Business Manager to manage and facilitate all non-academic functions of the school. Together they develop the budget and approve purchases. They are jointly responsible for legal compliance with all rules and regulations that apply to the school. The Principal and Administrative Director sit on the hiring committee with the Academic Director, Secondary Director, Board Member and local Human Resources employee.

#### Academic Director

The Academic Director oversees and directs the academic program in the Elementary School. The Academic Director oversees all of the academic data collection in the school. Then, the Academic Director uses that data to determine any changes to the grade level plans and/or any changes to the student academic placements. The Academic Director oversees and trains the K-3 Director and the 4-6 Director in the discharge of their duties. Academic Directors work with the Special Education staff to ensure that the academic program is appropriate for each student. Academic Directors oversee and supervise training and coaching of staff members. The Academic Director assists staff members in the resolution of any staff issues as well as any parent or student issues. The Academic Director sits on the hiring committee with the Principal and Administrative Director, Secondary Director, Board Member and local Human Resources employee.

# **Elementary Directors**

There are 2 Elementary Directors, a K-3 Director and a 4-6 Director. Elementary Directors are responsible for training all academic staff members in the curriculum as well as in our teaching methodologies. Directors gather academic data, interpret the data, and then ensure the data is used to place the students as well as drive the instruction in the classes. They supervise all team meetings and all staff trainings. Elementary Directors oversee discipline and resolve all student and parent issues that arise in the elementary school.

### Secondary Director

The Secondary Director is responsible for the oversight of curriculum and development of the academic programs in the secondary grades (7-12). The Secondary Director is responsible for ensuring the training of the secondary grade academic staff members. Secondary Directors gather academic data, interpret the data, and then ensure the data is used to drive the instruction in the classes. Secondary Directors supervise all of the team meetings as well as all of the staff trainings. Secondary Directors oversee discipline and resolve all student and parent issues that arise in the secondary school. The Secondary Director sits on the hiring committee with the Principal and Administrative Director, Academic Director, Board Member and local Human Resources employee.

#### Controller and Accountant

These are EMO employees who work with the Business Manager/School Principal and local support staff members to oversee the budgeting process and all accounts payable and receivable. They track all DSA and IDEA funding.

#### **Human Resources**

This EMO employee works with the local Human Resources employee to review, hire, and process new employees, oversee benefits and payroll and other human resource concerns.

## **Compliance**

This EMO employee works with the School Principal and Administrative Director to maintain legal compliance with all rules and regulations that apply to the school.

### Operations/Facilities

The Operations Director oversees facility maintenance and school security. This includes emergency management plan, carpool, custodial, landscaping, building maintenance and capital improvement projects.

Resumes

# **Christie Olivieri**

School Principal/Administrator/Business Manager/Director/Teacher 775-990-3754 | christiepernice@gmail.com | 7502 War Admiral Court, Las Vegas, NV, 89113

#### Summary

Motivated, high energy professional with extensive experience and ability in operations management, emergency operational systems, and instructional operations. Demonstrated talent for multi-tasking and making real-time decisions in a fast-paced environment. Exceeded in organizational goals and customer service expectations with excellent team-building skills.

# **Employment History**

School Principal & Finance Manager American Preparatory Academy - LV 8377 W Patrick Ln., Las Vegas, NV, 89113	From 2016—Present
Administrative Director American Preparatory Academy – Oakey Campus 6000 W. Oakey Blvd., Las Vegas, NV, 89146	From 2015—To 2016
Teacher/Long Term Substitute Teacher Nye County School District, 484 S. West St., Pahrump, NV, 89048	From 2013—To 2015
Translator & Maritime Consultant Maritime Consultations LLC 7601 Broadriver Dr., Las Vegas, NV, 89107	From 2006—To 2013
Administrator/Manager The Lighthouse Cleaning Service 3500 Cove View Blvd., Galveston, TX, 77554	From 2004—To 2006
The Lighthouse Cleaning Service	From 2004—To 2006 From 2003—To 2004
The Lighthouse Cleaning Service 3500 Cove View Blvd., Galveston, TX, 77554  Customer Service/Debt Collector Sunterra Corporation	

#### Education

Master of Science in Administration of Justice and Security Graduation 2013

University of Phoenix

Bachelor of Science in Criminal Justice Administration Graduation 2011

University of Phoenix

Associate of Arts in Criminal Justice

Graduation 2008

University of Phoenix (Graduated with Honors - GPA 3.9)

# Certifications

CASA - Court Appointed Special Advocate, Pahrump, NV

First Aid CPR ARD Certification, Las Vegas, NV

Firefighter Training Basic and Advanced Certification, Pavia, Italy

Merchant Marine Safety of Life at Sea & Watch-Keeping for Seafarers Certification, Pavia, Italy

First Aid Training and CPR Certification, Genoa, Italy

Able Bodied Seaman's Book, Savona, Italy

Teacher Substitute License - NV Department of Education, Las Vegas, NV

Teacher's License - NV Department of Education, Las Vegas, NV

#### Skills

General computer skills - emails, internet, art, notes, etc.

Microsoft Office - Word, Excel, Power Point, One Note

QuickBooks

IPad basic and advanced knowledge

Teaching skills -Assessing learning environment, student knowledge, using visual aids, etc.

Computer grading software

Communication skills

Teamwork development, organization, and fulfillment

Leadership skills

Customer service skills

Professional Presentations

General office equipment skills

Accounting/ Bookkeeping skills

Operations management skills

Emergency operational skills

Policy and procedure development

Inventory Control

Mentoring and Negotiating skills

Analytical and problem-solving skills

#### General Manager

- Managed five-member account team to provide housekeeping services to business customers
- Controlled quality service and customer satisfaction
- Coordinated and responded to complex customers' telecommunication requests
- Managed accounts payable-receivable and employee payroll
- Coordinated stock inventory and business orders
- Sold marketing to local businesses and residential housing
- Conducted employee safety-group sessions

#### Chief Purser and Safety/Security Officer

- Managed and supervised over 100 crew members on board of Passenger-Cruise Ships
- Managed inventory tracking and purchasing system
- · Managed and resolved all issues related to customer service and quality control
- Managed and maintained database of company documents and correspondence
- Coordinated staff work schedule, overseeing quality work performance
- Coordinated all supply and equipment flow between vessel and shore
- Coordinated the implementation of all national and international standards of health, safety, and security of company vessels and staff
- Responsible for data entry of employee payroll and management of controllable expenses with cash flow exceeding \$200,000
- Responsible for all communication announcements in various languages assisting multicultural passengers with boarding and disembarking procedures
- Instructor responsible for staff training, including safety, CPR, and Firefighting certifications
- Officer in charge of all safety, fire evacuation drills, and member of the Firefighting team

#### English Instructor/Translator

- Professional instructor/facilitator for businesses, private customers, schools
- · Created lessons plans for non-English speaking clients
- Provided translation services of executive/legal documents (Italian-English)

#### Maritime Consultant

- Inspected environmental vessel policies on part-time basis for overseas companies
- Translated legal maritime documents on a part-time basis for overseas companies

#### Substitute Teacher/Teacher

- Created lesson plans, imparted knowledge, and provided instruction in the classroom
- Assigned and graded homework, interacted with parents, handled disciplinary procedures

# Administrative Director

- Managed business relations, organized schedules and wages, handled inventory necessities
- Worked as a team-player, managed employees tasks and working hours
- Managed stress and high paced working environments, researched and analyzed data
- Practiced strong interpersonal and communication skills
- Expressed knowledge in developing legal documents and practices
- Demonstrated expertise in managing and organizing office environment

### School Principal & Finance Manager

- Managed financial reports, monitored accounts, managed cash flows, recorded balances
- Processed invoices, managed checks and company's credit cards, analyzed expenses
- Recorded and Filed financial documents
- Provided support to Operations and support to state compliance OPS reports
- Worked directly in collaboration with the school Superintendent and Administrative Lead Director
- Provided education leadership and support to teachers and staff
- Provided support with disciplinary hearing and staff coaching
- Interacted with all staff members providing daily support in daily operation

References Upon Request
-------------------------

## Rachelle E. Hulet

5424 Cold Lake Street ● Las Vegas, NV 89148 ● (702) 539-0420 rachelle.hulet@apavegas.org

#### Professional Experience:

#### **School Director**

Fall 2014 - Present

Job Duties: Daily operations of facility. Enrollment and lottery of students in grades K-12. Manage all compliance items with the State of Nevada including testing, attendance, grading, SPED, ELL and FRAM programs. Coordination of all activities and volunteers including our

Family School Organization. Oversees staffing of employees and

benefits.

#### Founding School Committee

Fall 2011 - Fall 2014

Job Duties:Helped create and finalize charter school application. Organized parent information meetings. Initiated enrollment for first year of school. Organized procurement of furniture and supplies. Worked closely with Board of Directors to finalize lease, hiring and contracts.

#### **AYSO Board Member**

**Spring 2011 - Fall 2014** 

Job Duties: Coordinate soccer schedules, coaching, training, and equipment for league with over 120 boys ages seven to nine. Participate in monthly board meetings to plan events and manage the entire league.

#### Airbrush Tan Technician

May 2010 - Fall 2014

Job Duties: Provide personalized spray tan services to general public.

#### Personal Trainer

July 2007 - January 2009

Job Duties: Maintain certification to educate clientele in nutrition and exercise. Prepare individualized training program for over 20 clients to

improve their fitness level and quality of life.

#### Medical Biller & Receptionist

January 1998 - July 2004

Job Duties: Manage incoming phone calls, patient schedules, and referrals.

Responsible for billing insurance companies and collection of

payments.

#### **Education:**

**Brigham Young University** 

**September 2004 - June 2006** 

#### Personal References:

Merrill Landers UNLV Professor 702-241-3663 Ben Nieporte Owner of Half-Tees & Rise Online Marketing 801-368-3121

Tiffany Hawkins Southern Methodist University 214-914-4527

# CHRISTIN CAMPBELL

8484 Chinook Candy Ct., Las Vegas, NV 89113 · 801-349-8457

#### PROFESSIONAL SUMMARY

Instrumental in the opening of two elementary charter school campuses in the Las Vegas valley as well as campuses in Utah. Experience in working as an elementary teacher, instructor, and as an Academic Administrator and Director. Specializes in Direct Instruction Based Teaching and Training. Skilled in all levels of curriculum in grades K-6. Highly knowledgeable in all aspects and tasks of managing an elementary charter school.

#### EXPERIENCE

#### 2017-PRESENT

#### **ELEMENTARY DIRECTOR, AMERICAN PREPARATORY SCHOOLS**

Oversee and manage all academic based needs and decisions in grades K – 6. Conduct interviews and hire all teachers and instructors. Organize and lead all staff training sessions. Determine and implement promotional guidelines. Provide support and training to teachers and instructors during instruction times and professional development. Compile and interpret curriculum data to create fluid, small ability groups in reading, math, and spelling for K-6 students. Host K-6 school weekly assemblies and school wide competition assemblies (geography bee, spelling bee, speech festival, etc.). Manage and implement grading procedures and guidelines. Oversee student discipline. Counsel with students and parents. Attend Individual Education Plan meetings.

#### 2013-2017

#### K-3 ELEMENTARY DIRECTOR, AMERICAN PREPARATORY SCHOOLS

Managed the preparation and logistics of opening the school at its inception. Conducted interviews and assisted in the hiring of teachers and instructors. Oversee and manage all academic based needs and decisions in grades K – 3. Provide support and training to teachers and instructors during instruction times and professional development. Compile and interpret curriculum data to create fluid, small ability groups in reading, math, and spelling for K-3 students. Host K-3 school weekly assemblies and K-3 competition assemblies. Organized and lead staff training sessions. Managed and implemented grading procedures and guidelines. Oversee student discipline. Counsel with students and parents. Attend Individual Education Plan meetings.

2010-2012

#### **ELEMENTARY TEACHER, AMERICAN PREPARATORY SCHOOLS**

Taught in grades K-3. Implemented 180 day plans. Managed classrooms, behavior, grades, and parent meetings. Served as team lead and managed teacher grade level meetings. Awarded Teacher of the Year in 2012.

#### EDUCATION

DECEMBER 2010

**BA IN ELEMENTARY EDUCATION, DIXIE STATE COLLEGE** 

**JUNE 2001** 

HS DIPLOMA, HILLCREST HIGHSCHOOL

#### AREAS OF EXPERTISE

- Specialist in Direct Instruction based teaching
- Expert in data entry and data interpretation
- Conflict resolution
- Event management
- Proficient in Infinite Campus
- Proficient in Excel
- Proficient in Microsoft Word
- Trained in Emergency Management (lock down drills, fire drills, earthquake drills, shelter in place)
- Student Discipline
- Certified in English Language Learning

- Proficient in teaching Saxon Math programs
- Proficient in teaching Spalding Spelling
- Proficient in teaching Connecting Math Concepts
- Proficient in teaching Reading Mastery
- Proficient in teaching Literature Based Instruction
- · Proficient in teaching Shurley Grammar
- Proficient in teaching Adventures in Language
- Knowledgeable in K-6 curriculum
- Certified in CPR
- Certified in bleeding control basics

<sup>\*\*</sup> American Preparatory Academy's Elementary School program centers on 2 pillars: Academic Achievement and Character Development. We believe children in grades K-6 need a balance of rigorous academics, creative and expressive learning, and positive social skill development – all in a motivating, cheerful environment that encourages enthusiasm for learning and love of school

nik.hulet@apavegas.org • 702-883-9132

# Nikolos Hulet, LSW

# **Professional Experience**

Secondary Director - American Preparatory Academy, Las Vegas, NV- October 2015 - Present

- Coordinate with operations team, elementary admin, athletic director and school administration regarding building usage and school events
- Oversee student discipline
- . Creation and maintenance of classes and class schedule
- Supervise 30 employees
- · Conduct all hiring for positions in grades 7-12

Resettlement Director (Migration and Refugee Services) - Catholic Charities of Southern Nevada, Las Vegas, NV •June 2015 - Oct 2015

- · Oversee budget for the program
- Oversee five managers and up to 25 employees in their daily resettlement duties Participate in the hiring, supervision, and discipline of employees as needed Carry small caseload of family reunification cases
- Help edit and ensure compliance of up to four grants totally over \$8,000,000.00 Request checks and provide to clients per program and grant procedures

Manager of Adoption Services – Catholic Charities of Southern Nevada, Las Vegas, NV

October 2014 – Present

- · Oversee budget for the program
- Supervise up to three employees in their duties including their interactions with clients and the
  community. Due to staffing issues this has included fulfilling all daily duties as previously
  assigned to the adoptive parent Social Worker. I also provide interventions with clients as
  needed
- Provide presentations regarding the Adoption Services program to agencies and the community and represent CCSN in court on all adoption matters
- . Communicate day to day operations of the program with the Director of Social Services
- Oversee annual re-license audit by the state license official and ensure ethical correspondence with adoption law as prescribed by the Nevada Revised Statutes
- · Helped prepare new policies for the agency and the presentation said policies

Adoption Lead Social Worker – Catholic Charities of Southern Nevada, Las Vegas, NV-August 2014– October 2014

 Maintained caseload of all adoptive applicants, provided guidance to two social workers, provided daily input to the Director of Adoption Services, represented CCSN in family court for all adoptive parent related cases

Adoptive Parent Social Worker –Catholic Charities of Southern Nevada, Las Vegas, NV• March 2013– August 2014

Oversaw all involved in the adoption process for adoptive parents including; daily
communication, all background checks, financial investigations, home investigations, court
proceedings, education/orientations, matching with birthparents, post placement supervision,
communication with outside organizations (i.e. hospitals, employers, references, law
enforcement, jails, prisons and other agencies), prepared and submitted Clark County Adoption
Subsidy applications, prepared adoption home studies, prepared and submitted the report

provided to the court prior to adoption finalization, and worked with all birthfathers regarding their involvement in the adoption plan

Practicum Student - Catholic Charities of Southern Nevada , Las Vegas, NV• August 2011 - December 2012

- Wrote homestudies, wrote subsidy applications including social summaries, conducted home supervision visits, homestudy interviews, participated in adoption placements and relinquishments, and taught adoption education classes
- I was instrumental in creating forms and documents for the switch to an online application process

Shop Supervisor-Custom Cabinets and Doors, Henderson, NV- August 2000 - October 2008

- · I built, finished, and installed custom cabinets and cabinet doors.
- As a supervisor I was in charge of leading the daily duties of up to four employees, ordering materials, and scheduling installations with customers.
- I worked closely with the owner in design and achievement of delivery dates. It was also my
  responsibility to work with customers for any "call backs" and warranty issues because of my
  ability to resolve the concerns of the customers

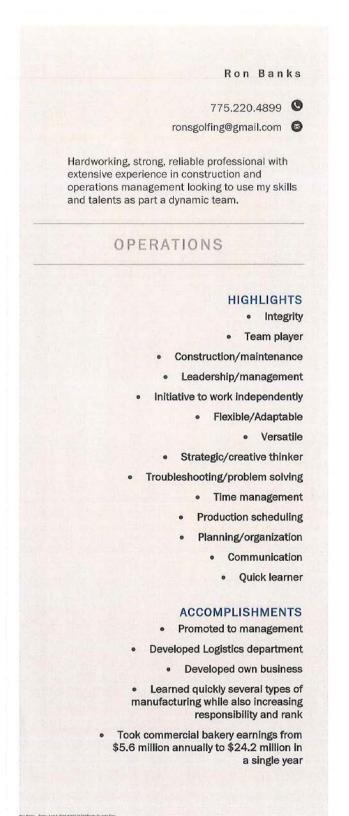
#### **Attributes**

Excellent communicator, very organized, exceedingly loyal, extremely hard working, great student/Quick learner, I am a leader, I am confident, I am willing to learn and be taught, I have high morals, and expect similar values in those that are around me, I don't fear new challenges, good at public speaking, I am bilingual (speaking Spanish as a second language).

#### Education

Bachelor of Social Work, Summa Cum Laude – University of Nevada, Las Vegas, Las Vegas, NV • 2012

# Ron Bank - Operations Director



#### **EXPERIENCE**

#### AMERICAN PREPARATORY ACADEMY

Operations Director, 2015-Present Managing Operations employee's, Facility contracts, Health Dept. Compliances, OSHA compliances, Safety compliances, Facility improvements, Facility repairs.

#### NATURE'S BAKERY

Plant Manager, 2013 - 2014

General operation of facility, including but not limited to HR responsibilities, supervising line and maintenance personnel, employee and production scheduling, purchasing, vendor contracts, etc. for a 24/7 operation.

#### SDP ENERGY

Procurement & Quality Control Manager, 2008 - 2012

Management responsibilities including but not limited to document development and control, purchasing, vendor contracts, testing and quality control, supervising work crew, etc.

#### A+ HANDYMAN SERVICE

Owner/Operator, 2006-2008

Construction/repairs not requiring a licensed contractor, including but not limited to electrical, carpentry, plumbing, flooring, exterior/interior painting, drywall and texture, etc.

#### **EDUCATION**

Canyon High School Santa Clarita, CA, Graduated 1982

College of the Canyons Santa Clarita, CA, 2 years.

High Sierra Academy Reno, NV, Graduated 1991 Police Training Post-Academy Certification

#### REFERENCES

Peter Campau 954.648.6948

Aaron Campbell 775-671-5371

# KRISTINA PRUITT

C: 801-884-6850 | kristina.pruitt@apavegas.org

#### CORE COMPETENCIES

- Team leadership
- Data management and analysis
- Project management
- Conflict resolution
- Expert in Spalding Spelling (teaching and training others)
- Excellent Communication Skills
- Staff development
- Event Management
- Proficient in Microsoft Word
- · Proficient in Excel
- Proficient in Infinite Campus

- Highly Proficient in Direct Instruction based teaching
- Proficient in Saxon Math
- CPR Certified
- CPI Certified
- Stop the Bleed Certified
- Trained in School Safety
- Trained in School Fire Drills, Shelter in Place, Earthquake Drills, and Lock Down Drills

#### **WORK HISTORY**

#### AMERICAN PREPARATORY ACADEMY

4-6 Elementary Academic Director | Las Vegas, NV | July 2017 - Current

- Develop Curriculum for grades 4-6
- Provide guidance and leadership for elementary teachers and instructors
- Oversee all grading weights and implementation
- · Counsel with students, parents, and staff
- Input, maintain, and analyze all relevant student data
- Run weekly student assemblies
- Run weekly staff meetings
- · Provide solutions and methods for student academic achievement
- Train teachers and instructors in various subjects
- Maintain a Master Academic
- · Approve teacher's Lesson Plans and 180 Day Plans

#### AMERICAN PREPARATORY ACADEMY

5th Grade Teacher | Las Vegas, NV | June 2015 - June 2017

Served as Team Lead for all of 5th grade. Ran weekly team meetings to discuss curriculum and strategies for students. Excelled in classroom management, direct instruction, parent communication, organization, and classroom efficiency.

#### AMERICAN PREPARATORY ACADEMY

3rd Grade Teacher | Las Vegas, NV | June 2014 - June 2015

Provided student guidance, classroom management, taught various subjects and groups, collected student data, communicated with students and parents. Utilized direct instruction.

#### AMERICAN PREPARATORY ACADEMY

5th Grade Instructor | West Valley, UT | April 2014 - June 2014

Taught a math and reading group, assisted with classroom management, provided support to the lead teacher, assisted with testing, provided student guidance.

#### JORDAN SCHOOL DISTRICT/FALCON RIDGE ELEMENTARY

Reading Aide | West Jordan, UT | July 2008 - March 2009

Assist below grade-level readers in 5th and 6th grade to come up to grade-level, plan and carry out an improvement program for each student, assist in reading groups, and assist with writing assignments.

#### JORDAN SCHOOL DISTRICT/MOUNTAIN SHADOWS ELEMENTARY

Reading and Math Aide | West Jordan, UT | July 2007 - July 2008

Assist below grade-level readers in 5th and 3rd grade to come up to grade-level, assisted students struggling with math in 5th and 3rd grade, planned and implemented a program for each student, assisted in reading groups for kindergarten students, assisted with writing assignments, assisted in math groups.

#### **EDUCATION**

BACHELOR OF ARTS Social Science, Child Development Ashford University

#### HIGH SCHOOL DIPLOMA

Cottonwood High School

1 1998

GPA: 3.9, High honor Roll National Honors Society

# TIFFANY ELAINE BANKS

9986 Liberty View Rd., Las Vegas, NV 89148 • H: (775) 450-1863 • tiffanyeinspahr@yahoo.com

#### SKILLS AND EXPERTISE

- · Relationship building
- Team collaboration
- Safety awareness
- DIBELS knowledge
- · Instructional best practices
- LEA for Special Education Meetings
- · Creating and implementing organizational systems
- · Specialist in Direct Instruction
- · Curriculum Development
- Student Discipline
- · Data Entry and Analysis
- · Event Development and Implementation
- · Proficient in Saxon Math
- · Proficient in Spalding Spelling
- · Proficient in Connecting Math Concepts
- · Proficient in Reading Mastery
- Proficient in Infinite Campus Proficient in Microsoft Word
   Proficient in Excel

- · Certified in Non-violent Crisis Intervention
- · Certified in Stop the Bleed
- Trains in school fire drills, earthquake drills, shelter in place, and lock down drills

#### **WORK HISTORY**

#### K-3 Elementary Academic Director

#### American Preparatory Academy - Las Vegas, NV

07/2017 - Current

Provide academic leadership for elementary teachers, instructors, and parents. Maintain the integrity of American Preparatory Academy by overseeing the character development of our students, the excellence of our teachers and instructors, and development of our curriculum. Lead weekly staff meetings, run weekly student assemblies, assist with student discipline, analyze and input student data. Oversee student grades, teacher lesson plans, approve 180 day plans, communicate with teachers, instructors, students and parents.

#### Academic Coordinator

#### American Preparatory Academy - Las Vegas, NV

07/2016 - 07/2017

Provided direct support to the Elementary Academic Director. Assisted in running weekly staff meetings, student discipline, parent conferences, data input and analysis, teacher evaluations, teacher guidance, and overall academic needs of the school.

#### Second Grade Teacher

#### American Preparatory Academy - Las Vegas, NV

10/2014 - 06/2016

- · Assessed student progress by administering tests and evaluating results.
- · Collaborated with administrators on classroom policies, management strategies, and discipline.
- · Implemented strategies to improve behavior of class and individual students.

Instructed up to 30 students individually and in groups.

Set up lesson materials, bulletin board displays and demonstrations.

Met regularly with parents and guardians to discuss children's progress.

Observed and evaluated students' performance, behavior, social development and physical health.

Maintained accurate and complete records for 30 students.

#### **Event Coordinator**

#### All Occasion Rentals - Reno, NV

04/2013 - 09/2013

Event specialist.

Met with clients, assessed their needs, and planned their event

Managed the client's event budgetary expectations

Brought client's vision to fruition

#### Nanny

#### Private Family - Gardnerville, NV

08/2012 - 04/2013

Responsible for the care of 3 children

Planned daily activities and projects

Took the children on outings and was in constant communication with the parents about the children's day

Responsible for the safety and well-being of the children when under my care

#### Preschool Teacher

#### Trinity Lutheran Church - Gardnerville, NV

05/2007 - 12/2012

Planned and implemented lesson plans.

Supervised children and interacted with the parents, informing them about their child's day

Oversee cleaning and integrity of the classroom

#### Nanny - Gardnerville, NV

10/2011 - 06/2012

Responsible for the care of a toddler from the age of 5 months old

Communicated with the child's mother throughout the day

Took the child on outings

Responsible for the safety and well-being of the child

10/2010 - 2011

#### Charitable Donor Coordinator Concordia University – Irvine, CA

Acquire charitable donations

Seek and maintain donor relationships

Maintain Donor records

Written and oral communication with current and prospective donors

# **EDUCATION**

Western Governor's University -  Bachelor's Accounting:	Graduation 2019
Bachelor's Accounting.	
Stevens-Henager College -	2015
Western Nevada College -	2011
Concordia University - Irvine	2011
University Of Nevada -	2010
HS Diploma:	
Sierra Lutheran High School -	2009

319 Jamie Court, Henderson, NV 89074 • 702-373-4946 • meaghanhwheeler@gmail.com

# Meaghan Haley Wheeler, MSW

#### Objective

My professional objective is to utilize my nonprofit leadership and social work experience in a `management position for a nonprofit, educational or healthcare organization.

#### **Professional Experience**

#### American Preparatory Academy Las Vegas, NV

Human Resources Director- Las Vegas Campus

August 2016- Present

- o Provide campus level support for all human resources service and policies
- Oversee recruiting and staffing for licensed teachers and support staff. This
  includes writing and placing employment advertisements, scheduling and
  conducting interviews and discussing all hiring decisions with appropriate
  management
- o Provide employee orientation, development and training
- Provide employee relations counseling to ensure all employees are positively contributing to the school culture
- Ensure compliance with federal, state and school labor and employee regulations and policies
- o Provide compensation, payroll and benefits administration at the campus level
- Assist in the development and monitoring of the annual personnel budget
- Complete regular staffing and payroll reports to ensure proper compliance with various federal and state regulations
- o Act as Nevada Public Employee Retirements System (PERS) liaison
- o Participate in administrative staff meetings

#### Catholic Charities of Southern Nevada Las Vegas, NV

Director of Social Services Director of Adoption Services Adoption Social Worker Practicum Student October 2014- August 2016 March 2013- October 2014 July 2011- March 2013 August 2010- May 2011

- Supervise six diverse programs including Adoption Services, Homeless to Home rapid rehousing, Resident Empowerment Program and other residential services
- Provide personnel management of staff ranging from entry level positions to licensed professionals. This includes the hiring, creation of performance plans, documented employment counseling and terminations. All personnel management done with compliance of state and federal human resource regulations.
- Conduct annual strategic planning, quarterly in-service trainings and weekly staff meetings to ensure staff is delivery quality services to clients
- Perform and provide oversight for all assessments and case management with

- diverse adolescent and adult clients
- Assist staff with conflict resolution and de-escalation of situations involving other co-workers and clients
- Encourage teamwork and collaboration of staff members in order to best serve clients
- o Develop and monitor annual program budgets totaling more than \$1.5 million
- Seek, apply and present to various funding sources to obtain grant funding to support programs. Total grant awards applied for, awarded and managed in 2016 exceeded \$800,000
- o Ensure local, state and federal grant compliance for all grant funded programs
- Ensure legal and ethical compliance for all programs
- Redeveloped adoptive parent education curriculum and taught courses on all dimensions of child development, parenting, grief and loss, and the dynamics of family success
- Represent Catholic Charities of Southern Nevada in local media including television and radio
- Conduct community outreach and education on topics of adoption, child welfare and homelessness
- Create and maintain current resource referrals for clients
- Ensure personal, staff and agency compliance with NASW Social Work Code of Ethics

#### University of Nevada Las Vegas School of Social Work Las Vegas, NV

Graduate Assistant

August 2010- May 2011

- o Assist field practicum professors
- o Maintain database of current practicum site
- o Build relationship with community organization to recruit practicum sites
- o Assist with conflict mediation between students and field supervisors
- o Assist with annual training of agency field instructors

#### Communities in Schools of Nevada Las Vegas, NV

Youth and Community Counseling Assistant September 2009- September 2010

- Assist with the management of school site coordinators
- Engage with school leadership including principals, vice-principals, deans and counselors
- Create marketing materials for counseling services offered at schools
- o Provide on-site case management to students in schools
- o Conduct needs assessment for what services students required

#### Boys Hope Girls Hope Las Vegas, NV

May 2009- August 2009 May 2008- August 2008

Community Resource Coordinator

- Increase outreach to community regarding residential services available for adolescents
- o Recruit and train volunteers to work with foster youth
- Implement outreach and recruitment strategies from Boys Hope Girls Hope national staff

#### **Education and Licensure**

University of Nevada Las Vegas 2009- May 2011 Las Vegas, NV August

- Master of Social Work
  - Concentration in Management and Community Practice
  - Member of Golden Key International Honor Society

Bucknell University Lewisburg, PA Bachelor of Arts August 2005- May 2009

Major: Sociology with a Concentration in Human Services

**SHRM Human Resources Generalist** 

September 2016

State of Nevada Board of Examiners for Social Work June 2011- April 2017 Licensed Social Worker #6010-S

**HUD Housing Quality Standards (HQS) Certified Inspector** 

April 2016

#### Skills

Accomplished public speaker including grant presentations and national conferences Creation and facilitation of Adoption Trainings

Creation and facilitation of Case Management Trainings

Creation and facilitation of Strategic Planning Sessions

Trained on Motivational Interviewing and Trauma Informed Care

Proficient in Microsoft Word

Proficient in Microsoft Publisher

Proficient in Microsoft Excel

Proficient in Microsoft Power Point

### Carolyn Sharette

9123 Peruvian Circle Sandy, UT 84093 801-808-3933 csharette@apamail.org

#### EDUCATION

B.S. General Studies, Psychology Emphasis Brigham Young University

A.S. Nursing, Brigham Young University, R.N. Licensure Utah, Colorado, Texas, Michigan

#### EXPERIENCE

 ${\tt EXECUTIVE\ DIRECTOR}, American\ Preparatory\ Schools, 2006-present$ 

- · Provide comprehensive school management services to multiple Utah charter schools
- Train 300+ teachers annually
- Provide consulting services to public, private and charter schools in various states and international schools.

FOUNDER, American Preparatory Academy, Draper, Utah, 2003

SCHOOL DIRECTOR - 2003-2008

- · Developed school model, wrote school charter
- · Organized and directed volunteers to accomplish all start-up activities
- Manage day-to-day operations of school: 2.5 million annual budget
- Oversee all aspects of school performance, 530 students, 65 employees

#### EXECUTIVE DIRECTOR, Children First Utah, Salt Lake City, Utah, 2002-2003

- Assisted low-income families in applying for and receiving private school scholarships
- · Conducted fundraising campaigns to increase scholarship fund
- Increased number of students receiving scholarships by 100% over 18 months
- Wrote and designed marketing tools, including DVD
- Managed budget in excess of \$2 Million annually

#### PRESIDENT, BOARD OF DIRECTORS, Utah Association of Public Charter Schools 2004-05

- Increased membership 150%
- · Increased revenues 600%
- · Developed organization's Guiding Principals & Objectives
- · Led legislative initiatives on behalf of Utah Charter Schools

#### DIRECTOR, BOARD OF DIRECTORS, Mothers Without Borders, 2000 to 2011

- Support organization in its mission to nurture orphaned an vulnerable children
- Developed program sites in Guatemala, Indonesia, Romania and Africa
- · Lead medical and educational consultant for Zambian Family Resource Center

#### PHILIP E. COLLINS

#### SUMMARY OF QUALIFICATIONS

26 YEARS ACCOUNTING SUPERVISORY EXPERIENCE INCLUDING 17 YEARS EXPERIENCE AS DIRECTOR OF ACCOUNTING OR CONTROLLER.

- Full charge Controller with responsibility for all financial reporting.
- Accounted for multi-million \$\$ inventory and sales transactions.
- Controller of 200 retail outlets generating \$300 million.

  Director of Finance & Operations for a Manufacturing, Distribution and Sales organization.
- Implemented automated manufacturing, inventory and accounting systems.
   Developed and implemented an automated sales and accounting system.
- Cost Accounting for multi-million SS Manufacturing entity.

#### ACCOMPLISHMENTS

- Implemented Accounting and Audit Controls which enabled Organization to publish Accurate and Complete Financial Statements. Developed the financial plan and budgeting practices. Redefined the role of the Finance Departments from that of a traditional "enemy" to the Sales and Operations Groups to that of a support group which could be used to help all departments within the
- organization achieve their goals.

  Negotiated new contracts with vendors and customers that substantially alleviated a negative cash flow situation and allowed for the prompt collection of outstanding A/R.
- Reorganized billing and invoicing procedures accommodating 100% workload increase with a 30% reduction of staff personnel.
- Expedited retail operations sales reporting reducing lag time by 3 6 days and staff by 6 persons. Chairperson American Petroleum Institute, Petroleum Industry Data Exchange Petroex Committee.

#### EMPLOYMENT HISTORY

#### American Preparatory Schools

Business Manager - Finance and Administration 2010 - Present

Responsible for all accounting and operating functions.

#### E Excel International

Director - Finance and Administration Controller 2004 - 2010

Responsible for all accounting and operating functions including:

- Financial Statement Preparation and Presentation
- Budget formulation, implementation and reporting
- Supervision of Audits
- Inventory Control

Implemented MRP. system for tracking production and inventory transactions. Implemented a purchase order system and related controls. Implemented a budget and management responsibility program. Designed a cash flow forecasting model and implemented cash controls improving cash flows by some \$1.0 million. Reduced inventory and significantly increased inventory turns. Designed and implemented a management bonus program based on fiscal and operational responsibility. Helped to design and implement a customer recruitment and retention program which increased both recruiting and retention by over 100 %.

Phil Collins - EMO Controller

#### Printelligent - Salt Lake City, Utah

Pinance and Administration 2002 - 2004

Responsible for all accounting and operating functions including:

- Financial Statement Preparation and Presentation
- Budget formulation, implementation and reporting
- Banking Relationships Including Funding of Expansion
- Supervision of Audits
- Inventory Control
   Human Resources

Brought professional accounting management and associated control and information distribution to this organization. Implemented integrated financial systems to effectively control general ledger, accounts receivable, accounts payable and purchasing as well as light manufacturing and inventory control. These efforts allowed for a smooth and successful expansion the business to three major metropolitian areas of the United States. Reduced average AR collection from 70 days to 35 days. Reduced average invoice delay days from 14 to 2. Provided owners and management with accurate and timely financial reports for the first time in the company's history. Implemented a budget and involved senior management in the budgeting process, effectively giving them ownership of their functional responsibilities. Secured lines of operating credit and lease lines of credit in excess of \$1.3 million.

Curtis Computer Products, Inc. – Provo, Utah Sr. Director – Finance, Administration and Operations – Controller 2000 – 2001

Responsible for all accounting and operating functions including:

- Financial Statement Preparation and Presentation
- Budget formulation, implementation and reporting
- Banking Relationships Supervision of Audits
- Inventory Control
- Human Resources

- Business Development
- Product Development
- Marketing
   Information Systems
- Manufacturing & Purchasing
- Customer Service

Redefined the role of the Financial Department in this organization allowing it serve as a tool to help the various Operations and Sales Departments achieve their goals and thereby strengthen the entire organization without adversely affecting accounting controls. As Director of Finance and Operations, educated the organization as to the need for fiscal control and individual responsibility for the continued growth and success of the company. Evaluated market potential within product groups and redefined those groups to better fit within selected channels of distribution. Implemented a web presence and expanded that presence to include the marketing of selected products.

#### Alpine Health Industries - Orem, Utah

Responsible for all accounting functions including:

- Financial Statement Preparation and Presentation Budget formulation, implementation and reporting
- Contract negotiation with Vendors Development of product cost
- Banking Relationships
- Supervision of Audits
- Inventory Control

Established Accounting procedures and controls that enabled this manufacturing organization to correctly and accurately, measure its operational performance. Developed a product costing method which enabled operating and sales personnel to correctly assess the cost of production and correctly apply margins assuring profitable sales. Negotiated with suppliers to establish credit previously denied and to extend terms, which would allow organization to remain viable. Established inventory controls which reduced inventory loss by over \$250 thousand. Trained department personnel and instilled self-confidence and self-actualization eliminating costly personnel turnover. Regained for the organization the confidence of lending institutions and outside independent auditors.

Sinclair Oil Corporation - Salt Lake City, Utah Assistant Corporate Controller/Retail Controller 1990 - 1997

Directed financial operations accounting for and reconciling all refined oil product sales. Concurrently provided controller services for 200 retail outlets. Established operational accounting procedures, Designed, developed and streamlined accounting systems and automated procedures reducing staff. Reorganized hilling and invoicing procedures, accounting the product Movement System' providing accounting reports for tax, marketing and supply control. Implemented Retail Accounting System responsible for reducing reporting lag time by 3 to 6 days while gathering daily operating information from 200 retail outlets. Directed accounting operations, hiring, training and supervision of accountants, and derical personnel. Performed all accounting functions for Billing, Sales Accounting, Exchange Accounting, Pipeline Accounting, Retail Accounting and Exploration and Production Accounting.

Manager Billing/Retail Accounting 1987 - 1990 Supervisor - Billing and Invoicing 1984 - 1986

#### US Steel - Orem, Utah

Accounting Supervisor 1981 - 1984

Performed supervisors services for billing, invoicing and accounts payable. Performed extensive manufacturing cost accounting and associated analysis.

# COMPUTER IBM AS/400 WORD Great Plains MAS90 FRX Financial Reporting FAS EXCEL POWER POINT JD EDWARDS QUICKBOOKS PRO EDUCATION Southern Utah University - Cedar City, Utah Bachelor of Science - Accounting

#### Lisa D. Bennett

14064 S. Pepi Band Rd., Draper, UT 84020 801-440-6672; lbennett@apamail.org

EDUCATION: 2006 B.A. from Brigham Young University in Political Science, Statistics Minor

2018 MBA, Brigham Young University's Marriott School of Business

HONORS: Pi Sigma Alpha, Political Honor Society

Phi Kappa Phi, Graduate Honor Society

Builder of the Year 2017

#### EMPLOYMENT

U.S. Congressman Dan Schaefer, CO

06/1985 - 09/1985

Administrative Assistant to the District Director

- Handled heavy casework load for constituents within the district.
- · Served as a congressional emissary at public events.
- Granted writing, editing and signing privileges for congressional letters to constituents.
- Tasked with the Soviet Refusenik letter campaign and other special projects.

#### Union Pacific Resources Company

09/1990 - 09/1992

Administrative Assistant, Law Department

- Provided administrative support to the Environmental and Public Policy Directors.
- Produced department financial reports for the directors and Legal Vice President.
- Recognized by the Legal Vice President for special services to the company.

#### St. Joseph County, Michigan, Independent School District

09/2006 - 06/2010

Teacher/Family Connection Coordinator

- Taught primarily special needs students in Elementary and Junior High Title I classrooms.
- Solicited and coordinated volunteers for all school activities and fundraisers.
- · Prepared parent newsletters and weekly press releases for the Sturgis Journal "Chalk Talk" column.

#### American Preparatory Schools

08/2010 - current

#### Compliance Director

- Develop school district policies and procedures in accordance with legal requirements.
- Prepare federal, state, and private grant applications for supplemental programs. This involves collaboration with stakeholders and district personnel, data collection and needs assessment analysis, and preparation of strategic plans, timelines, and budgets.
- Manage over \$1 million in annual, non-Title grant-funded programs. Ensure that grants are implemented with fidelity, data is collected and utilized for continuous improvement, and reporting requirements are met.
- Work closely with administration and finance to identify gaps in program resources, develop proposed program budgets, allocate funds according to grant requirements, and report actual grant expenditures.
- Facilitate compliance activities and monitoring visits for Title II, Title III, and Accreditation.
- Prepare federal and state budgets and reports for the Utah Consolidated Application, including Title programs, Enhancement for At-Risk Children, Reading Achievement, Early Intervention, and Accelerated Students.
- · Calendar and monitor completion of additional federal and state reports as required.

#### VOLUNTEER:

- · Heritage Community Recreation Association (hcrasportz.org) Founding Board Member and Secretary
- . St. Joseph ISD Continuous Improvement & Monitoring System (CIMS) and Review and Analysis Team (RAT)
- · Sturgis High School Principal's Steering Committee

#### CERTIFICATIONS:

- · School Support Team (SST) Certified by the Utah State Board of Education
- "Say Yes to No" Trainer Certified by the National Institute on Media and the Family

#### **BRENT BURGGRAAF**

8037 South 7110 West West Jordan, Utah 84081 (801) 554-8299

Brent.Burggraaf@gmail.com LinkedIn: http://lnkd.in/pn2jgg

#### QUALIFICATIONS

- · Over 10 years of accounting experience, working as a property, trust, and global tech accountant.
- Extensive experience with monthly financial close process (reconciliations, journal entries, analysis).
- · Extensive experience with accounting software programs (NetSuite, Great Plains, Microsoft Excel).
- Developed reports and software programs to easily present financial information.
- Improved processes through automating many computer tasks for quick and accurate completion.

EXPERIENCE			
Dec 2017 - Current	General Ledger Accountant – American Preparatory Schools		
Jul 2014 – Oct 2017	Senior Accountant Genesys Telecommunications Laboratories, Inc., Salt Lake City, Utah		
General Overview:	Created and maintained accurate financial records for global company.		
Responsibilities:			
Bank Reconciliations:	Performed bank reconciliations for 12 high cash flow accounts (\$1M+ in bank activity) Posted bank, payroll, and American Express fees. Posted ZBA and wire transfers. Worked with A/R and A/P departments to ensure deposits and payments were posted		
Flux Analysis:	Explained variances (\$100K - \$3M+) in expense fluctuation from month over month.		
Expense Adjustments:	Accrued, reclassed, and deferred various monthly expenses, based on requested information from other departments.		
Prepaid Amortization:	Amortized monthly expenses of prepaids, based on service period.		
FSA/HSA Reporting:	Posted HSA funding, flex spending, and corresponding plan maintenance fees. Allocated HSA employer contribution expense among 130+ departments.		
Intercompany Entries:	Cross-charged expenses to other company subsidiaries around the globe. Ensured that the intercompany GL account had a zero balance each month.		
Balance Sheet Review:	Reviewed various receivable and payable balance sheet accounts, and followed-up on outstanding items.		
Check Deposits:	Remotely scanned check payments received from clients for bank deposit, and reported payments to the A/R department.		
Mass Allocations:	Allocated IT and facility expenses (\$3.5M+) among 200+ departments.		
Program Automation:	Automated close to 100 computer processes for easy, quick, and efficient completion.		

Brent Burggraaf – EMO Accountant

Oct 2006 - Jul 2014 Property Accountant

Extra Space Storage, Salt Lake City, Utah

General Overview: Created and maintained accurate financial records for 30+ storage locations.

Responsibilities:

Bank Reconciliations: Compared bank statement with store records, and resolved any variances.

Financial Review: Compared expenses/earnings with prior months, and explained variances.

Invoice Review: Approved invoices for proper GL coding and payment.

Peer Review: Reviewed and approved accounting reports of fellow co-workers.

Financial Reports: Assembled various financial reports into PDF format.

Customer Service: Coordinated problem solving of financial issues with management and individual

store managers, verbally and in writing.

Fixed Asset Review: Ensured that each fixed asset met the required cost minimum and was coded.

correctly with the proper depreciation.

Revenue & Expenses: Ensured that all types of revenue and expenses were coded correctly, and made

any necessary accruals/deferrals to reflect the correct amount for each month.

Mass Allocations: Prepared the GL coding to allocate invoice expenses among 1,000+ stores.

Program Automation: Automated close to 100 computer processes for easy, quick, and efficient

completion.

Software Experience: Windows7, Internet, Microsoft Office (Outlook, Word, Excel, Power Point), Adobe

Acrobat, Great Plains, Salesforce, NetSuite, BlackLine, Coupa, Workday, NetDocuments, Paymover, Paymentech, AutoHotkey, TM1, Concur, and SQL.

#### **EDUCATION**

BYU-Idaho Rexburg, Idaho Accounting Bachelor's Degree - August 2004

Major: Accounting Minor: Business Management

Job-Related Courses: Accounting Information Systems, Accounting Software,

Financial Management, Auditing, Economics

Cumulative GPA: 3.6

#### ADDITIONAL ACHIEVEMENTS

Created budget software program.

- Created reconciliation software program.
- Created journal entry software program.
- Created variance analysis report for financial reporting.
- · Created e-mail software program.

# Attachment 14

Competencies used for school leader selection

This section does not apply.

## Attachment 15

**Regional Director Resume** 

### Rachelle E. Hulet

Brigham Young	University		Septe	mber 2004 -	- June 2006
Education:					
Medical Biller & Job Duties:	Manage inc	<b>st</b> oming phone ca for billing insu	lls, patient	schedules, a	
Personal Traine Job Duties:	Maintain cer Prepare indi	tification to educa vidualized training ir fitness level and	ate clientele g program fo	in nutrition a or over 20 clie	
Airbrush Tan Te Job Duties:		sonalized spray ta	n services to		– <b>Fall 2014</b> lic.
AYSO Board Me Job Duties:	Coordinate s league with	soccer schedules, over 120 boys age ngs to plan event	es seven to n	raining, and e ine. Participa	ite in monthly
Founding School Job Duties:	Helped crea parent infor school. Org	e te and finalize of mation meetings. ganized procureme Board of Director	Initiated e	ol application enrollment for ure and supp	first year of lies. Worked
School Director Job Duties:	Daily operations of the programs.	tions of facility.  . Manage all comesting, attendance Coordination of all the coordination of all the coordination.	ipliance item ce, grading, I activities ar	and lottery on swith the Standard SPED, ELL and volunteers	ate of Nevada and FRAM including our
Professional	Experienc	e:			
	-				
5424 Co		et ● Las Vegas, achelle.hulet@apa		(702) 539-0	420

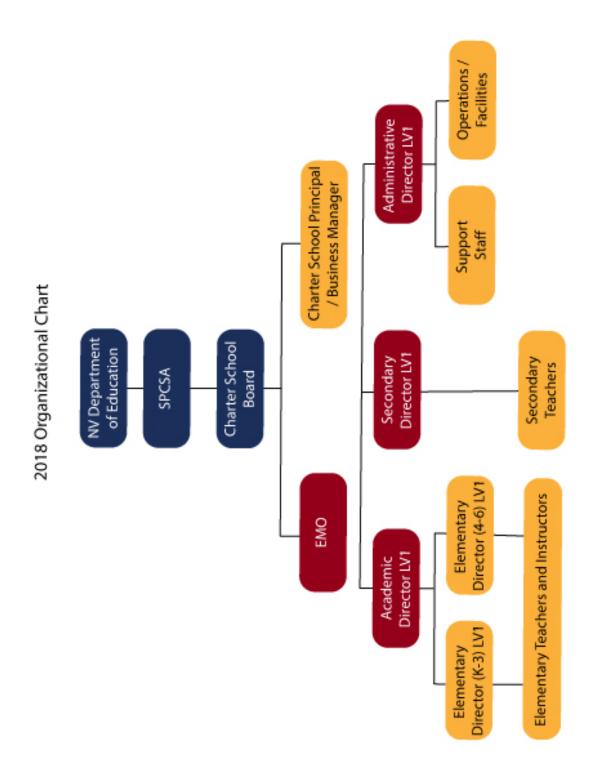
#### **Personal References:**

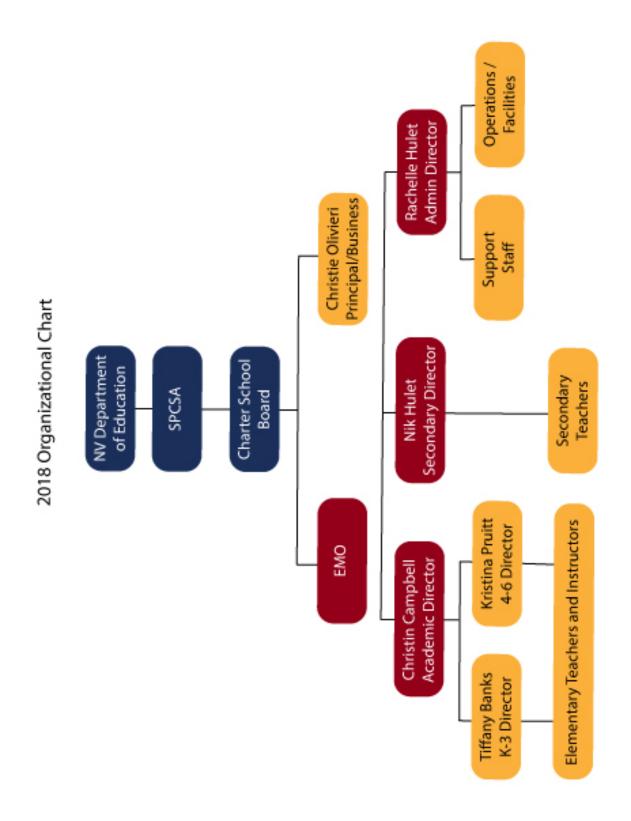
Merrill Landers UNLV Professor 702-241-3663 Ben Nieporte Owner of Half-Tees & Rise Online Marketing 801-368-3121 Tiffany Hawkins Southern Methodist University 214-914-4527

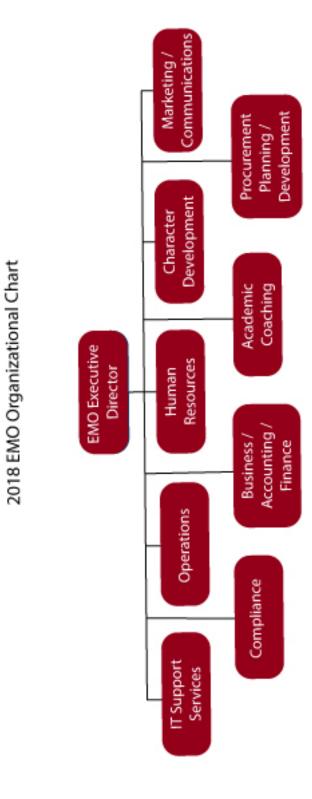
Page 2

### Attachment 16

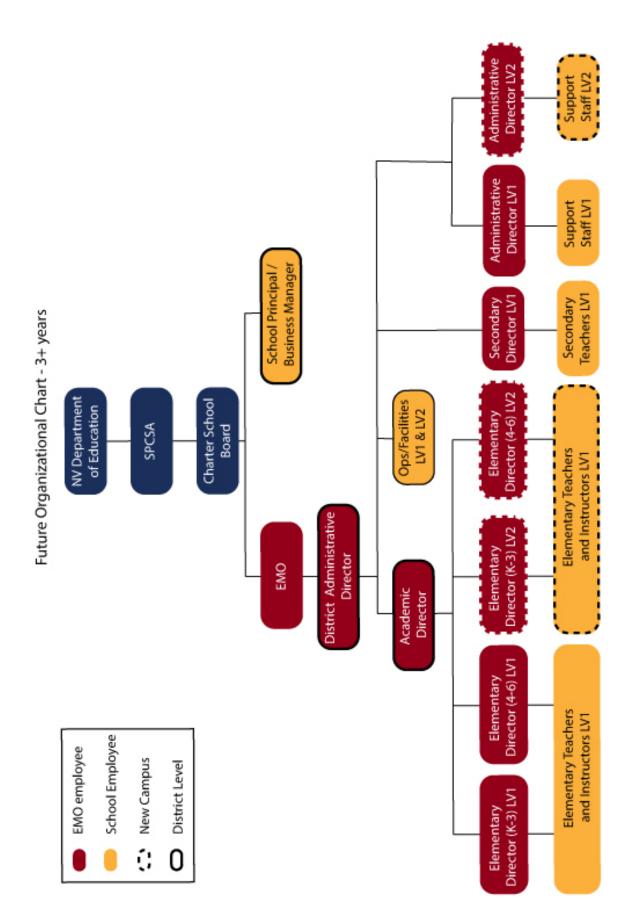
**Network and EMO Organizational Charts** 







Attachment 16 - Network and EMO Organizational Charts



# Attachment 17

**Board Member Information** 

#### Rachel Lillian - LV Board Member

obligations and all terms of its charter.

### Start-Up Charter School Board Member Information To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public

All forms must be signed by hand.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### Background

 Name of charter school on whose Board of Directors you intend to serve

#### American Preparatory Academy

2. Full name	
	Rachel Lillian
Home Address	7579 Brisk Ocean Ave, Las Vegas, NV 89178
Home Addless	7577 Dilan Ocean Ave, Las vegas, NV 0917

Business Name and Address Phone Number

Phone Number 509-481-7181
E-mail address ralillian@gmail.com

- 3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. I received my Bachelors Degree in Human Development and Family Studies, and also received my Early Childhood Teaching Certificate. I taught first grade for three years before starting my family. Once I had children I worked as an evaluator for Western Governors University helping others to become teachers. I also went back to school to renew my teaching license. I have always been interested and engaged in children's learning.
- Resume and professional bio are attached.
- Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not

otherwise indicated in your response to Item 3, above). 
☑ Does not apply to me. □ Yes

- 6. Why do you wish to serve on the board of the proposed charter school? I have always loved taking an active role in education. I pursued a teaching career, received my Early Childhood Teaching Certificate, along with my Masters Degree in Literacy and Learning. I went back to renew my teaching license and upon completion of that this board position became available. I am interested in this position because I love being heavily involved in my children's education and school. Since moving to Nevada, I have a desire to be a part of something to help improve the education offered here, and feel this is a good opportunity to do that.
- 7. What is your understanding of the appropriate role of a public charter school board member? Board members have a direct impact on the overall success of the charter school. They are accountable for decisions and actions taken to ensure that the quality of education and teachers is the best, and that it exceeds the State's minimum requirements. They review financial matters, and make sure that the school and administrators have what they need to provide high-quality resources to the students and the school.
- 8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. This is the first board that I have served on. I would like to serve on this board because I want to take an active role in children's education; it is something that has always been incredibly important to me. As a teacher I knew that I was actively engaged in providing children with a great educational experience, being a member of this board once again provides me with an active role.
- 9. Describe the specific knowledge and experience that you would bring to the board.
  - I have a Bachelor of Science in Human Development and Family Studies, and Early Childhood Teaching Certificate. This has given me knowledge and understanding of different teaching philosophies and models.
  - I have a Master of Education in Teaching and Learning: Emphasis on Learning and Literacy.
     This has provided me with knowledge to know what teaching methods work for kids and to understand when a child shows difficulty in learning.
  - · I taught for 3 years in an elementary school and 2 years in a pre-school.
  - While I was a teacher I headed the anti-bullying committee, was apart of the transportation committee, and helped with the special education integration program where I helped integrate special needs children into my classroom.
  - Worked as an evaluator for Western Governors University where I helped guide future teachers in their education.

#### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The primary goal for APA is that each child masters the fundamentals so that they may be successful at mastering higher-level skills. Once the fundamentals have been mastered they use sequential building of conceptual knowledge, which can be expressed by students. They believe in teaching children to have a virtuous character by accepting responsibility for their own education and being

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"builders" of themselves and those around them. They also expect this of their teachers; they provide a very loving, positive atmosphere. Teachers receive training and collaboration with other teachers in delivering these methods.

- 2. What is your understanding of the school's proposed educational program? They use a liberal arts, classical education school model. They teach a broad range of topics and use three stages of knowledge acquisition (The Grammar phase, The Logic phase, and the Rhetoric phase). The students learn at their own pace, but master the fundamentals before they move on. Then they build on prior knowledge to ensure full understanding of the subject matter. They provide smaller group sizes for more personalized education and provide each class with a teacher and instructor to maximize one-on-one learning and to ensure mastery of skills being taught.
- 3. What do you believe to be the characteristics of a successful school? A successful school has teachers and students who are excited and engaged in the learning process and are motivated to do more. Both students and teachers will feel that the school environment is safe and cohesive to successful learning. A successful school promotes a learning environment where parents, teachers, students, and community are all involved and respected in the learning process. Teachers and staff need to make sure they are continually enthusiastic with their students and optimistic of their potential, and that they continue to provide educational excellence.
- 4. How will you know that the school is succeeding (or not) in its mission? Students will, at the very least, meet Federal and State requirements, if not exceed them. The overall atmosphere of the teachers and students needs to be positive and optimistic about the learning process. Comprehensive test results will help determine comprehension of students learning.

#### Governance

- Describe the role that the board will play in the school's operation. The board will meet to
  discuss and act on any items that will help the school to be successful. They will ensure that
  the EMO is following correct guidelines and procedures put out by the State and the Charter
  Authority.
- How will you know if the school is successful at the end of the first year of operation? Once the school year is completed the board, faculty/staff, and members of our EMO will review all of the schools operations. From there we will decide what was successful and what needs to be changed. We will also review test scores to determine student comprehension.
- 3. How will you know at the end of three years of the school is successful? The students of the school is performing higher than the national standards and will be able to show academic excellence. Our school should achieve high ratings for schools in Nevada. The students should show confidence in who they are and what they can achieve. The school should have a high graduation rate and the students who pursue a college education will be well prepared for the

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rigorous learning environments they are faced with. Those who go directly into the workforce will be prepared to accept the responsibility their careers demand and all will be exceptional

- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Regular board meetings should be held. Positive and continual communication with staff and the EMO should take place. Review and discussion of policies, tests, finances, and procedures should take place often.
- 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? The first step would be to investigate the situation to determine whether self-dealing infractions have occurred. If they

	have occurred take proper steps to remove member from the board and if necessary take proper legal actions.
Di:	Indicate whether you or your spouse or any relative within the third degree of consanguinity of affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees. AT Yes I was from Serving or world together.
2.	Indicate whether you or your spouse or any relative within the third degree of consanguinity of affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  ✓ I / we do not know any such employees. □ Yes
3.	Indicate whether you or your spouse or any relative within the third degree of consanguinity of affinity knows anyone who is doing, or plans to do, business with the charter school (whether a an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
	$\ \ \square$ I / we do not know any such persons. $\ \square$ Yes
4.	Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

#### Rachel Lillian - LV Board Member Start-Up Charter School Board Member Information $\square$ I / we do not anticipate conducting any such business. $\square$ Yes 5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization. ✓ I / we do not know any such persons. ☐ Yes 6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. ☑ N/A. ☐ I / we have no such interest. ☐ Yes 1613 and plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. M/A. □ I / we or my family do not anticipate conducting any such business. □ Yes 8. Indicate whether you, your spouse or any relative within the thind in the difference of the affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes 10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. | Yes Certification 1, Rachel Lillian \_\_\_\_\_, certify to the best of my knowledge and ability that the

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#### Statement of Assurances

#### Revised June, 2015

1. The charter school herein named, AMENICAN Preparatory Academy

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

- The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
- 3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
- 4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

  - · Conduct and report on required examinations of students;
  - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
  - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520,
  - Submit required accounts of funds from federal sources, per federal reporting and audit requirements:
  - Submit reports regarding student truancy, transiency, attendance and dropout rates;
  - · Submit reports of weapons and violence incidence;
  - Describe suspensions and expulsions; and
  - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
- 5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel

Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

#### Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid ground for refusal or revocation of permission to operate said school. The undersigned also afficus that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Rochel Hiller	Pachel Lilliam
Signature of Certifying Charter School Official	Name Printed
Boowel Secretary Title	<u>4-12-18</u>

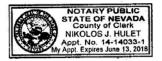
Subscribed and sworn to before me

State of Nevada County of Clark

This 12 day of April 2018

date month year

100/



#### Rachel A. Lillian

7579 Brisk Ocean Ave Las Vegas NV 89178 | Mobile: (509) 481-7181 | E-mail: ralillian@gmail.com

#### PROFILE

- · A genuine interest in children and respect for their individuality.
- · The ability to establish positive relationships with parents and other professionals.
- A talent for fostering children's appetite for learning and for motivating them through enthusiastic, imaginative presentation.
- Always willing to contribute in teacher groups, extra curricular activities, and helping to make a
  cohesive, respectful workplace.

#### WORK EXPERIENCE

#### 2014-Current Secretary APA-LV Governing Board

Responsibilities: Attend board meetings to establish long-term vision for the school, discuss systems for student performance and staff accountability, and provide an advocate for the students. I create agenda's for board meetings, take meeting minutes, and provide feedback that is relevant

#### 2007-2009 Western Governors University- Elementary Education Evaluator

**Responsibilities:** Provided feedback and direction for students. Helped organize and direct conference calls with other evaluators. Provided a daily update containing the numbers of tasks to be evaluated by my team. Provided training for new evaluators.

#### 2004-2006 Sand Springs Elementary -1st Grade Teacher, Davis School District

Responsibilities: Employed a variety of teaching methods designed to capture students' interest and maximize individual learning. Collaborated with other teachers on assessments and lessons. Participated in after school program for kids. Recognized for excellent teaching abilities. Participated in after school tutoring program.

#### 2003-2004 Bluff Ridge Elementary - 1st Grade Teacher, Davis School District

Responsibilities: Planned and implemented lessons according to curriculum. Practiced positive discipline. I communicated and collaborated with parents and co-workers through class webpage, newsletter and other traditional methods. Provided a safe and stimulating learning environment. Led and implemented the Anti Bully program in the school. Identified children's individual and collective learning needs in planning, preparing and delivering instruction that catered for the full ability range within the class

#### 1998-2003 The Winning Edge - Marketing Prospector

Responsibilities: Contacted new and old customers for a variety of different companies marketing their products. Determined customer needs and reported back to management. Relied on for new ideas, Provided spreadsheets of updates.

#### EDUCATION

1998-2002 Bachelor of Science in Human Development and Family Studies: Early Childhood Teaching Certificate

University of Utah

2003-2004 Master of Education in Teaching and Learning: Emphasis on Learning and Literacy

University of Utah

#### Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Ba	ckground		
1.	Name of charter school on whose of Directors you intend to serve	e Board American Preparatory Academy	
2.	Full name	Ernest William Elliott	
	Home Address	9945 Sharp Ridge Ave. Las Vegas, NV 89149	
	Business Name and Address	Spring Valley Hospital 5400 S. Rainbow Blvd	
	Phone Number	702-238-6787	
	E-mail address	Ernie.elliott@apavegas.org	
3. 4.	of this charter school.		
5.	Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  ☐ Does not apply to me. ☑ Yes		
6.	Why do you wish to serve on the board of the proposed charter school?  I have always loved taking an active role in education; specifically my children's education. I pursued a teaching career and earned my Secondary Education Teaching Certificate, along with my Master's Degree in Education Admin. I recently heard about ar open position for this board and knew that I wanted to apply for it because I love to be heavily involved in my children's school. Since moving to Nevada I have also wanted to b		

#### Start-Up Charter School Board Member Information

a part of something to help improve the education offered here, and felt this would be a great opportunity to do that.

- 7. What is your understanding of the appropriate role of a public charter school board member? Board members have a direct impact on the overall success of the charter school. They are accountable for decisions and actions taken to ensure that the quality of education and teachers is the best, and that it exceeds the State's minimum requirements, they review financial matters, and make sure that the school and administrators have what they need to provide high-quality resources to the students and the school.
- 8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
  - I have a Bachelor of English: Professional Writing and Editing. I also had a secondary
    education teaching certificate. This has given me knowledge and understanding of
    different teaching philosophies and models.
  - I have a Master of Education in Administration. This has provided me with knowledge to know what teaching methods work for kids and to understand when a child shows difficulty in learning.
  - · I taught for 4 years in a middle school
- Describe the specific knowledge and experience that you would bring to the board.
   My background in education and leadership. I have a great understanding of education, the education system, and what is good for students.

#### School Mission and Program

- 1. What is your understanding of the school's mission and guiding beliefs?
- The primary goal for APA is that each child masters the fundamentals so that they may be successful at mastering higher-level skills. Once the fundamentals have been mastered they use sequential building of conceptual knowledge, which can be expressed by the students. They believe in teaching children to have a virtuous character by accepting responsibility for their own education and being "builders" of themselves and those around them. They also expect this of their teachers; they provide a very loving positive atmosphere. Teachers receive training and collaboration with other teachers in delivering these methods.
- 2. What is your understanding of the school's proposed educational program? They use a liberal arts, classical education school model. They teach a broad range of topics and use three stages of knowledge acquisition (The Grammar phase, The Logic phase, and the Rhetoric phase). The students learn at their own pace, but master the fundamentals before they move on. Then they build on prior knowledge to ensure full understanding of the subject matter. They provide smaller group sizes for more personalized education and provide each class with a teacher and instructor to maximize one-on-one learning and to ensure mastery of skills being taught.
- 3. What do you believe to be the characteristics of a successful school? A successful school has teachers and students who are excited about the learning process and motivated to do more. Both students and teachers will feel that the school environment is safe and cohesive to successful learning. Students will, at the very least, meet Federal and State requirements, if not exceed them. A successful school promotes a learning environment where parents, teachers, students, and community are all involved and respected in the learning process.

#### Start-Up Charter School Board Member Information

4. How will you know that the school is succeeding (or not) in its mission?
If the school is meeting its mission. Also, if the students are learning, growing, safe, and successful.

#### Governance

- 1. Describe the role that the board will play in the school's operation.

  Board members have a direct impact on the overall success of the charter school. They are accountable for decisions and actions taken to ensure that the quality of education and teachers is the best, and that it exceeds the State's minimum requirements, they review financial matters, and make sure that the school and administrators have what they need to provide high-quality resources to the students and the school.
- 2. How will you know if the school is successful at the end of the first year of operation?
- Once the first year is completed members of the board, faculty/staff, and members of our EMO will review all of the schools operations. From there we will decide what was successful and what needs to be changed.
- Grade 10 will begin in year two. 11 will begin year 3, and 12 year 4
- During year 2 the second phase of construction will begin to include the high school portion of our facility.
- The success of our teaching model will take shape and the success of our students will show that.
- 3. How will you know at the end of three years of the school is successful?
- By the end of year 3 we will show the success of our school. Our students will be performing higher then the national standards and will be able to show academic excellence. Our school will be rated in the top schools of Nevada. And the students will have confidence in who they are and what they can achieve. We will have a higher graduation rate and the students who pursue a college education will be well prepared for the rigorous learning environments they are faced with. Those who go directly into the workforce will be prepared to accept the responsibility their careers demand and all will be exceptional citizens.
- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
- A successful school promotes a learning environment where parents, teachers, students, and community are all involved and respected in the learning process. During the first year it is crucial that the board continually assesses and checks the performance of leaders and staff. They need to make sure that they continue to be enthusiastic with their students and optimistic of their potential, and that they continue to provide educational excellence. And when needed the board needs to recruit and hire school staff who will also meet these expectations.
- 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The first step would be to investigate the situation to determine whether self-dealing infractions have occurred. If they have occurred take proper steps to remove member from the board and if necessary take proper legal actions.

#### Start-Up Charter School Board Member Information

	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes
2.	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  I / we do not know any such employees.  Yes
3.	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  1 / we do not know any such persons.  Yes
4.	Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  I / we do not anticipate conducting any such business.  Yes
5.	If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  Not applicable because the school does not intend to contact with an education service provider or school management organization.  I / we do not know any such persons.  Yes
6.	If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.   N/A.   I / we have no such interest.   Yes
7.	If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  N/A. I / we or my family do not anticipate conducting any such business. Yes

#### Start-Up Charter School Board Member Information

8.	Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes
10.	Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  None.  Yes
Ce	rtification
pro	Ernest William Elliott, certify to the best of my knowledge and ability that the information I am oviding to the State Public Charter School Authority as a prospective board member for American eparatory Academy Charter School is true and correct in every respect.
Sig	4/12/18 Date

#### Start-Up Charter School Board Member Information

#### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Mes can Prep Aculy (name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

- 2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
- 3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
- 4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
  - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
  - · Submit accountability and progress reports throughout the academic year;
  - · Conduct and report on required examinations of students;
  - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
  - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
  - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
  - · Submit reports regarding student truancy, transiency, attendance and dropout rates;
  - · Submit reports of weapons and violence incidence;
  - Describe suspensions and expulsions; and
  - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
- 5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

#### Start-Up Charter School Board Member Information

The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

#### Notarized Statement

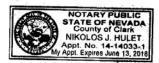
I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

operation of the charter school.	
Letat	Ernest Ellist
Signature of Certifying Charter School Official	Name Printed
Board Member	4-12-18
Title State of Nevada County of Clark	Date
Subscribed and sworn to before me	
	,

This 12 day of Apr:\ 2018

date month year

(Notary Public Seal)



#### **Ernest William Elliott**

9945 Sharp Ridge Ave • Las Vegas, NV 89149 • (702) 238-6787 • erniewelliott@gmail.com

#### PROFESSIONAL OBJECTIVE

Utilize my leadership experience and Master's degrees in Education Administration and Healthcare Administration to excel as member of the Governing Board at American Preparatory Academy in Las Vegas, NV.

#### KEY QUALIFICATIONS

- Masters of Education (M.Ed.) in K-12 Education Administration
- Masters of Healthcare Administration (MHA)
- Middle school English teacher, athletic director, and department chair
- Integrated and directed multiple outpatient service lines at Spring Valley Hospital
- M3 training in Lean Processes, Customer Centered Leadership, and Resourcing High Quality and Safe Care
- West Coast Area lead for marketing and analytics

#### RELATED PROFESSIONAL EXPERIENCE

#### Healogics - Spring Valley Hospital

Las Vegas, NV

Director - Outpatient Wound Care Clinic & Limb Salvage Program

2014 - Present

- Direct and implement 2 new outpatient service lines (wound care and limb salvage)
- Identify areas of improvement and implement improvement strategies
- Managing panel physicians, nurses, and staff (including hiring, development, coaching)
- Managing budgets and expenses of wound care and limb salvage program
- Ensuring ROI of capital invested into program and implement process improvements
- Maintain JCAHO accreditation and standards
- Charge reconciliation of all facility charges; insurance verification and research
- Responsible for budget and goal achievement of wound care department

#### Johnson & Johnson Pharmaceuticals

Las Vegas, NV 2011-2014

Senior Sales Representative

- Training new colleagues in pharmaceutical studies, presentation skills, and computer skills
- Regional analytics lead for data tracking and analytical analysis
- Controlling territorial budget and ensuring positive ROI of local finances

#### Pfizer Pharmaceuticals

Boise, ID/Las Vegas, NV

2007-2011

Territory Specialist Representative

- Mentored and trained new employees in the region
- Presented educational information to large medical associations and pharmacy groups
- Educated medical surgeons and neurologists in application of medications and insurances

#### Melba School District

Melba, ID

Middle School English Teacher/Dept. Chair

English Department chair

2005-2007

- Athletic Director and coach of multiple sports
- High Direct Writing Assessment scores for students

# **Ernest William Elliott**

9945 Sharp Ridge Ave • Las Vegas, NV 89149 • (702) 238-6787 • erniewelliott@gmail.com

#### WORK HISTORY

 Healogics - Spring Valley Hospital
 Las Vegas, NV

 Director - Outpatient Wound Care
 2014 - Present

Johnson & Johnson Pharmaceuticals

Las Vegas, NV
Senior Sales Representative
2011-2014

Pfizer PharmaceuticalsBoise, ID/Las Vegas, NVTerritory Specialist Representative2007-2011

 Melba School District
 Melba, ID

 Middle School English Teacher/Dept. Chair
 2005-2007

#### EDUCATION

 University of Nevada, Las Vegas
 Las Vegas, NV

 Masters of Healthcare Administration
 2013-2015

 Grand Canyon University
 Phoenix, AZ

 Masters of Education: K-12 Education Administration
 2006-2007

Idaho State UniversityPocatello, IDState of Idaho Teaching Certificate2005

Brigham Young University-Idaho Rexburg, ID
Bachelor of Arts: English-Professional Writing and Editing 1997-2003

#### LEADERSHIP / SKILLS DEVELOPED

- · Launched outpatient wound care center and limb salvage program at Spring Valley Hospital
- Developed Limb-salvage Team with local medical experts in different areas across the Las Vegas valley
- Presented at Spring Valley Hospital Annual Leadership Conference
- Managed day-to-day operations of a new hospital service line
- Assisted in development of additional outpatient service lines (PT, Pharmacy)
- Lead local and regional colleagues in analytics, performance, and budget tracking

## REFERENCES

Available upon request

#### Jonathan Gardner- LV Board Member

#### Board Member: Jonathan L. Gardner

#### I. Background

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

My date of birth is 6/7/1973.

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

My wife and I have several young children and we are active participants in their education. With a desire to ensure they are receiving the highest available quality of education, we have spent much time and effort researching and visiting other charter and private schools in Las Vegas. It has been a frustrating effort to find highly rated schools that are:

- a) affordable,
- b) have vacancies,
- c) are located in the Southwest area.

By coincidence, my wife is a long-time friend of Rachelle Hulet. We became aware of her efforts to start a charter school in our geographical area and we were immediately interested. We have since had an opportunity meet with Carolyn Sharette, Executive Director of American Preparatory Academy, a Utah Charter School, and toured one of APA's campuses in Utah. We are convinced of APA's educational excellence and have chosen it as the model for our proposed charter school.

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

I have a passion for excellence in education. Besides my own full-time employment, I have been teaching part-time at CSN (College of Southern Nevada) for the past 12 consecutive semesters, and at a couple of other higher-education institutions in previous years. I have considered pursuing a Ph.D. in Education because I feel there are great opportunities to help improve education in Nevada. Serving on the board of this charter school allows me to have an immediate and far-reaching impact on education in Southwest Las Vegas.

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

I have not served on the board of a school district, but I have other not-for-profit management experience. For 5-6 years I served as a board member of the Sunset Trails Homeowners Association; I served part of that time as President, and part of that time as Treasurer.

#### Jonathan Gardner- LV Board Member

I have also been closely associated with another not-for-profit corporation for over 4 years called The Braille Resource & Literacy Center, which is an organization aimed at improving literacy and education in blind children.

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

Ultimately each board member's responsibility is to help create and maintain an environment which results in a level of educational quality that exceeds the State's minimum requirements. More specifically, board members must actively participate in the researching and the decision-making processes that facilitate operations of the school and ensure that teachers and administrators have the tools and support they need to be successful.

- 6. What relevant knowledge and experience will you bring to the board?
  - I have several areas of knowledge and experience. I have a Masters in Business Administration and I have owned and operated several successful businesses
  - I have 10+ years of financial management experience at both large and small companies.
  - As mentioned above, I am currently in my 12th consecutive semester as a
    part-time instructor at CSN. Being a member of the board while also a
    member of CSN's faculty give me a unique perspective in the transition of
    students from high school to college.
  - I am currently a Strategic Sourcing Manager for Caesars Entertainment Corporation. My experience in Sourcing, as well as my potential access to Caesar's non-profit community outreach programs, could be a valuable resource to our school.
- 7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
  - At the end of Year 1, members of the board, members of faculty/staff, and
    members of our EMO will conduct an intensive review of all areas of the
    school's operations. Areas for improvement will be identified and
    aggressively pursued.
  - Year 2 will begin the roll-out of Grade 10, with Grades 11 and 12 rolling out in Years 3 and 4. We intend to be serving Grades K through 12 by Fall 2016.
  - Year 2-3 will begin Phase 2 of Construction, which will expand the high school portion of our facility (Phase 1 will fully accommodate K-10).
  - In Year 4, we will be soliciting community support to raise funds for the construction of a full-sized performance auditorium.
  - By the end of Year 4, we will have proven our concept. We will be delivering
    quantifiable excellence in all of the standard areas of education. Our students
    will be demonstrating math and literacy proficiency rates rivaling the best
    schools in Nevada, as will our graduation rate. More of our students will go
    on to college, and those that don't will be otherwise better prepared to
    contribute to society.

#### II. Educational Philosophy

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

Students are taught to truly appreciate and take ownership of their education; they learn to take responsibility. Teachers use the same proven pedagogy; consistency in methodology across all Subjects and Grade levels allows students to focus on absorbing the content rather than being distracted by wide variations in teaching delivery. Faculty members receive much training, coaching and feedback.

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

APA offers a Classical Education (reading, writing, arithmetic) using time-tested and proven Direct Instruction methods. Through the use of smaller classrooms, smaller teacher/student ratios, and student-mix based on proficiencies rather that Grade level, the subjects of Mathematics and Reading/Writing are more successfully taught to true mastery.

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

At a minimum, teachers must adequately educate their students to a level which meets the Federal and State mandated standardized testing requirements. However, a successful school is more than this. We will feel successful when teachers are excited and properly motivated to provide excellence in their teaching, and students are excited and motivated to learn. The board is responsible for the recruiting and hiring of the school administrator and other key leadership positions. During the first year or two, the board must be actively monitoring and assessing the performance of these key leaders to ensure they share our vision of educational excellence and they are successfully propagating this vision to the teachers they manage.

#### III. Conflict of Interest Disclosure

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

Rachelle Hulet is a long-time acquaintance of my wife. They have known each other since 1994-1995 where they met as students at Brigham Young University. During the past 7-8 years, my wife and Rachelle have become close friends and frequently participate in the same social activities.

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

#### Jonathan Gardner- LV Board Member

N/A

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

N/A

14. If the school proposes to partner with an ESP/EMO/CMO, do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

We are partnering with American Preparatory Schools out of Utah. Before our selection of this EMO, neither my wife nor I had any relationships or dealings with any of their employees, owners, or agents. All interactions have been strictly in the professional pursuit of establishing the school.

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

No.

 Do you anticipate conducting any business with the educational service provider/EMO, the school, or both? If so, describe the potential relationship.

No.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

None.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

Once evidence is deemed irrefutable, the proper steps would be taken to remove the errant board member from the board and the SPCSA would be notified. If necessary, legal council would be sought and civil/criminal legal actions initiated to protect the interests of the School and the children.

# AFFIDAVIT FOR SERVICE AS A MEMBER OF THE GOVERNING BODY OF A CHARTER SCHOOL

STATE OF NEVADA )
County of CLARK )ss.
COMES NOW Jora Han Lee Gardner, being first duly swom, duly states under penalty of perjury as follows:
1. I am currently residing at7154 Bird Cherry St, Las Vegas, NV 89148
2. I intend to serve on the governing body of American Preparatory Academy - Las Vegas, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."
DATED this 13 day of March , 2013.  Signature:
SUBSCRIBED and sworn to before the by: <u>Jonathan Lee Gardner</u>
this 13th day of March, 2013.  By antredench public
LISA M. FREDERICKSON Notary Public State of Neveda No. 12-6706-1 My Appt. Exp. December 8, 2015

# JONATHAN L. GARDNER 7154 BIRD CHERRY STREET LAS VEGAS, NEVADA 89148 (702) 400-4910 JLG@GARDNERZ.ORG

# EDUCATION

EDUCATION	
Master of Business Administration, Brigham Young University	Provo, UT
<ul> <li>Emphasis in Finance, Entrepreneurship, Real Estate</li> </ul>	April 2004
Bachelor of Science, Statistics, Brigham Young University  • Minor in Mathematics	<b>Provo, UT</b> December 1997
EDUCATION-RELATED EXPERIENCE	
Part-time Instructor, College of Southern Nevada Dept of Mathematics and Dept of Business Administration  • Currently teaching 13th consecutive semester	<b>Las Vegas, NV</b> Aug 2008 – Present
Teaching Assistant, Marriott School of Management, Brigham Young University  • Taught principles of Real Estate Finance to graduate students.	<b>Provo, UT</b> Winter Semester 2004
Adjunct Business Professor, Provo College, Business Department  • Taught TQM: Total Quality Management course.	Provo, UT Fall Term, 2003
<ul> <li>Teaching Assistant, Department of Statistics, Brigham Young University</li> <li>Taught Introduction to Statistics courses (6 semesters of classroom instruction).</li> </ul>	<b>Provo, UT</b> Jan 1995 – Dec 1997
BUSINESS EXPERIENCE	
<ul> <li>Consultant, APR Consulting, Inc</li> <li>Provides professional services to Caesars Entertainment Corporation.</li> <li>Research company-wide Facilities Spend by Property to find opportunities for strategic sourcing.</li> <li>Consolidate Property-specific product and service agreements into Regional or National agreements, leveraging company-wide spend to negotiate better pricing and efficiencies.</li> <li>Projected negotiated savings of \$1.5 million in the first three months.</li> </ul>	<b>Las Vegas, NV</b> May 2012 – Present
Owner, Luxury Copper, LLC Importer and distributor of copper kitchen & bath products  Manage all Accounting and Finance functions: budgeting, forecasting, bookkeeping, tax.  Negotiate and draft all contracts, including Supplier, Dealer, and Rep Agreements.  Actively follow commodity, labor, and shipping costs for contract renegotiations.  Hire, train, and manage external sales reps.	Las Vegas, NV Nov 2006 – Present
Business Consultant, Credsystems, LLC  Management consulting firm focusing on owners of small businesses  Help clients establish entities, draft plans, build corporate credit, and secure financing.  Guide clients through legal, accounting, and industry compliance standards.	Las Vegas, NV July 2008 – May 2012
Co-Founder and Vice President of Finance, Mach 3 Internet Services, LLC Broadband wireless Internet service provider in rural Texas  • Managed acquisition of towers and client/server-side radio and computer equipment.  • Drafted all legal documents for establishing and expanding operations.  • Built company from start-up to \$1.3 million valuation merger with regional competitor.	Alvarado, TX Apr 2005 – Aug 2009

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# JONATHAN L. GARDNER

7154 BIRD CHERRY STREET LAS VEGAS, NEVADA 89148 (702) 400-4910 JLG@GARDNERZ.ORG

#### INDUSTRY EXPERIENCE (CONTINUED)

# Regional Director of Strategic Market Research, Beazer Homes USA

Las Vegas, NV Feb 2006 - Oct 2006

National homebuilder

- Reported to National VP of Strategic Planning and Regional/Division Presidents.
- Directed division-level market research covering five Western States divisions.
- Analyzed competitors to recommend and justify shifts in Division Pricing Strategy.
- Provided technical and software training to divisional Market Research Analysts.

#### Finance Manager, Beazer Homes USA

Las Vegas, NV May 2004 - Feb 2006

- Supported the VP of Finance and Accounting for the Nevada Division
- Utilized spreadsheet pro forma modeling to compile and analyze all data pertaining to the purchase and development of land, construction, and sales of future homes.
- Assembled due diligence portfolios detailing prospective land acquisitions for corporate consideration. Obtained approvals totaling over \$140 million.
- Created and generated quarterly, monthly, and ad hoc reports.
- Reviewed and ratified contracts for all new home sales.

#### Senior Financial Analyst, BEA Systems, Inc.

San Jose, CA

Provider of Enterprise Application Infrastructure Solutions (middle-ware)

Summer 2003 MBA Internship

- Participated on the Corporate Financial Planning & Analysis Team.
- Designed "Billion Dollar Benchmark" study comparing competitors at \$1billion revenue.
- Constructed competitive analysis report for use in quarterly financial press releases.

#### Owner, jg.Consulting

Arlington, TX Apr 2000 - Aug 2002

Small Business IT consulting firm

- Provided full technology support, including all software, hardware, and networking.
- Bid-out, awarded, and managed sub-contractors for large projects.

#### Statistician, Video Access Inc.

Dallas, TX

Supplier of streaming video news content to newspaper, radio, and magazine websites

Designed and implemented statistical tracking processes for all internet traffic.

Provided statistical analysis services to top-level clients.

Lincolnshire, IL Aug 1999 - Jan 2000

Feb 2000 - Oct 2001

#### Actuarial Consultant, Hewitt Associates LLP

Benefits consulting firm

- Valuated over \$1 billion combined pension asset funds for organizations such as Trans World Airlines (TWA), Pharmacia & Upjohn, and the Archdiocese of Chicago.
- Determined Minimum Required Contributions as prescribed by IRS pension guidelines.
- Analyzed corporate compensation plans for inclusion in annual Benefit Index study.

#### Actuarial Associate, Allstate Life Insurance Company

Northbrook, IL Feb 1998 - Aug 1999

- · Calculated premium reserves for life insurance products.
- Prepared financial statements for Annual Reports.
- Discovered and corrected Reserve miscalculations recovering millions to Net Income.
- Managed conversion of legacy mainframe-based processes to PC-based processes.

# Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Ba	ckground		
1.	Name of charter school on whose of Directors you intend to serve	Board APA - LV	
2.	Full name	Lee Iglody	
	Home Address	2300 W. Sahara Ave. STE 900, LV, NV 89102	
	Business Name and Address		
	Phone Number	702-425-5366	
	E-mail address	lee@iglody.com	
3.	Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.		
4.	□ Resume and professional bio are attached.		
5.	<ul> <li>Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).</li> <li>Does not apply to me. </li> </ul>		
	believe in school choice and making educational excellence available to all.		

7. What is your understanding of the appropriate role of a public charter school board member? Ensure mission of school is implemented in compliance with applicable laws and regulations, and in

the best interest of the students and community.

# Start-Up Charter School Board Member Information

8.	Describe any previous experience you have that is relevant to serving on the charter school's
	board (e.g., other board service). If you have not had previous experience of this nature, explain
	why you have the capability to be an effective board member.
I h	ave been a member of APA-LV's board from the beginning.

9. Describe the specific knowledge and experience that you would bring to the board. My years of work in the charter school world.

Schoo	l Mission	and	<b>Program</b>
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See attached.

- 1. What is your understanding of the school's mission and guiding beliefs?
- 2. What is your understanding of the school's proposed educational program?
- 3. What do you believe to be the characteristics of a successful school?
- 4. How will you know that the school is succeeding (or not) in its mission?

#### Governance

See attached.

- 1. Describe the role that the board will play in the school's operation.
- How will you know if the school is successful at the end of the first year of operation?
- How will you know at the end of three years of the school is successful?
- What specific steps do you think the charter school board will need to take to ensure that the school is successful?
- How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Dis	sclosures
1.	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes
2.	Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship. $\boxtimes$ I / we do not know any such employees. $\square$ Yes

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# Start-Up Charter School Board Member Information

3.	3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.		
4.	Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.		
	☐ I / we do not anticipate conducting any such business. ☐ Yes		
5.	If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  Not applicable because the school does not intend to contact with an education service provider or school management organization.  I / we do not know any such persons.  Yes		
6.	If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.   N/A.   I / we have no such interest.   Yes		
7.	If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.  N/A. I / we or my family do not anticipate conducting any such business. Yes		
8.	Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  Does not apply to me, my spouse or family.  Yes		
10.	Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.  ☑ None. ☐ Yes		

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Start-Up Charter School Board Member Information

Certification	
the information I am providing to the State	, certify to the best of my knowledge and ability that e Public Charter School Authority as a prospective board Charter School is true and correct in every respect.
Signature	Date Page

# Start-Up Charter School Board Member Information

#### Statement of Assurances

#### Revised June, 2015

- The charter school herein named, American Preperatory Academy Las Vegas, shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
- 2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
- 3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
- 4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
  - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
  - Submit accountability and progress reports throughout the academic year;
  - Conduct and report on required examinations of students;
  - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
  - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
  - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
  - Submit reports regarding student truancy, transiency, attendance and dropout rates;
  - Submit reports of weapons and violence incidence;
  - Describe suspensions and expulsions; and
  - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
- 5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

# **Notarized Statement**

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Signature of Certifying Charter School Official	Name Printed
Charman of from Nom	Date Date

Subscribed and sworn to before me

This day of Month year

MICHELLE T. HARRELL

MICHELLE

Michelle Harrell

#### Board Member: Lee Iglody

#### I. Background

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

Affirmed.

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

I was approached by Rachelle Hulet.

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

I would like to serve on the board because I am excited to help introduce additional school choices to the children of Nevada.

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

I have not had the privilege to previously serve on a board of a school district or not-for-profit corporation. I am convinced the program Mrs. Hulet and American Prepatory Academy plan to introduce will yield great results. As an experienced corporate and business attorney, I hope to make a valuable contribution, in a modest way, to the school's success.

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

To ensure the charter school complies with all state and federal laws, as well as its mission as stated in the charter application.

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

My business and corporate background will help on the administrative side of operating the school. In addition, I bring general management knowledge.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Towards the end of the first year APA-LV will have resolved any operational issues associated with opening a new school with a brand new student body. Teachers, parents, administrators and the board will be accustomed to each other and have united to lead the school onto a successful new academic year.

# II. Educational Philosophy

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

A core knowledge school stresses education in the core areas and that real student achievement requires a solid foundation of the fundamentals. Mastery of those fundamentals includes repeated instruction at increasingly difficult levels. The school's mission is to ensure that all students find the maximum academic success through achievement at the mastery level

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

I am familiar with the Trivium of grammar, logic and rhetoric. I am also familiar with the structured learning environment, and the fast-paced rate at which students are taught. I would describe this program as aggressive and successful. It has been a proven success and as students are taught and expected to master the content, they will meet the expectations of the school. This will give them more confidence and a greater desire to learn.

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

A successful school is one in which all employees and stakeholders believe in the philosophy and educational program of the school and are unified in their mission to educate students. Success comes when students achieve and that achievement becomes the standard, not the exception. A successful school understands the need for parental support and requires that support and commitment from parents. Finally, a successful school is a positive, safe, uplifting environment for students where they are given the opportunity to find the maximum academic success. In order to achieve this, the school needs:

- A unified board where all members put the needs of the school first.
- 2. A principal with the vision and leadership necessary to help teachers find success in the classroom. This may require training in curriculum, student engagement strategies, frequent classroom visits with instructional feedback, and the desire to do the right thing, not just the popular thing.
- Teachers who are trained in the curriculum and who are not tenured, burned out, or just waiting to retire.
- 4. Stakeholder support, specifically parents and community members, and requiring parents to be involved in their child's education through volunteer time at the school and working with students at home.
- Students who can learn at their level, not at the classroom level, and small class sizes so students feel like they are an important part of the school community.
- Clear expectations for students and educators and consequences when those expectations are not met

#### III. Conflict of Interest Disclosure

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

I am friends with Jeff Hulet, the husband of Rachelle Hulet. Jeff and I have worked together in the law in the past. Our law practices do not involve either the CCSD or educational related issues or entities.

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

No relationship

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

No plans and no intentions.

14. If the school proposes to partner with an ESP/EMO/CMO, do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

I am familiar with American Preparatory Academy in Utah (APA) and its EMO; however, I do not have any in-depth relationship with any employee, owner or agent of APA.

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

No relationship, ownership, employment or other contractual of management interest of any kind.

 Do you anticipate conducting any business with the educational service provider/EMO, the school, or both? If so, describe the potential relationship.

No business anticipated or planned.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

None.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

The interests of the children is paramount, and my duty of loyalty is to them. Any allegation of self-dealing is the subject matter of the charter and various state and federal laws. I would seek verification and then proceed with reporting and remedial measures promptly.

Lee I. Iglody, Esq. Iglody Law 5940 South Rainbow Blvd Las Vegas, Nevada 89118 (702) 425-5366 lee@iglody.com

#### **Educational History:**

Juris Doctor, May 2000, Northern Illinois University College of Law. Bachelor of Arts, Economics, August 1994, University of Nevada, Las Vegas

**Employment History:** 

#### Attorney

Iglody Law

February 2009 — Present

Complex corporate and partnership dissolution disputes, from inception to trial, if necessary, and a wide range of business related services, from formation to expansion and certain kinds of insolvency.

#### Attorney

Gordon & Silver, Ltd.

June 2006 — February 2009

At Gordon & Silver Mr. Iglody worked on a range of business and bankruptcy related matters, including notable achievements in corporate fraud and breach of duty cases. Mr. Iglody expanded upon his trial experience in State and US Bankruptcy courts, and even traveled to Reno for trial and mediations for Las Vegas based clients.

#### Attorney

Marquis & Aurbach

October 2001 — June 2006

At Marquis and Aurbach, Mr. Iglody was fortunate to work on a wide-array of business cases, ranging from landlord/tenant disputes and general real estate litigation to complex corporate dissolution disputes, including two of the largest law firm dissolutions in Nevada history. Mr. Iglody took numerous cases to trial, at first with the assistance of seasoned senior partners, and then, finally, by himself. His trial work included numerous jury and non-jury trials, as well as arbitrations.

Law Clerk, Business Court

Eighth Judicial District Court

May 2000 — September 2001

Mr. Iglody served as Law Clerk to the Honorable Gene T. Porter, our very first Business Court Judge in the newly created Business Court for Clark County. As Law Clerk, Mr. Iglody was blessed with the opportunity to work on all kinds of business cases, big and small, and to watch one of Nevada's finest judges preside over trials that often brought some of the best trial attorneys from inside and outside the State to court.

#### Proposed Member: Paris S Bayardo

#### I. Background

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

My date of birth is 11/25/1985

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

My wife and I have young children and we will be active participants in their education. With a desire to ensure they are receiving the highest available quality of education, we have spent much time and effort researching and visiting charter and private schools in Las Vegas. We have found that there are not many options.

By coincidence, I am a good friend of Greg and Whitney Headlee. We became aware of their efforts to start a charter school in our geographical area and we were immediately interested.

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

I have a passion for quality education. I am hispanic and grew up in a less fortunate area. Our social standing and where we lived limited my education and my options. Since, I have graduated from UNLV and have became an active advocate for troubled, less-fortunate, and hispanic youth looking for a better education. I would like this opportunity to serve on the board to help my community.

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

I have not served on the board of a school district or a non-for-profit corporation. I wish to serve in this capacity because I have a passion for helping youth succeed by giving them those tools and creating a quality environment.

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

Ultimately each board member's responsibility is to help create and maintain an environment which results in a level of educational quality that exceeds the State's minimum requirements. More specifically, board members must actively participate in the researching and the decision-making processes that facilitate operations of the school and ensure that teachers and administrators have the tools and support they need to be successful.

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

- I have several areas of knowledge and experience. I have a Bachelors in Business Administration with an emphasis in Marketing and I have owned and operated several successful businesses.
- I have 7+ years of financial management experience
- Through UNLV, I helped troubled young latin-american youth through a tutoring program
- I am currently own and operate my own Marketing and Consulting business.
   I am also a Strategic Market Manager for a local Hospice company.
- 7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
  - At the end of Year 1, members of the board, members of faculty/staff, and members of our EMO will conduct an intensive review of all areas of the school's operations. Areas for improvement will be identified and aggressively pursued.
  - Year 2 will begin the roll-out of Grade 10, with Grades 11 and 12 rolling out in Years 3 and 4. We intend to be serving Grades K through 12 by Fall 2016.
  - Year 2-3 will begin Phase 2 of Construction, which will expand the high school portion of our facility (Phase 1 will fully accommodate K-10).
  - In Year 4, we will be soliciting community support to raise funds for the construction of a full-sized performance auditorium.
  - By the end of Year 4, we will have proven our concept. We will be delivering
    quantifiable excellence in all of the standard areas of education. Our students
    will be demonstrating math and literacy proficiency rates rivaling the best
    schools in Nevada, as will our graduation rate. More of our students will go
    on to college, and those that don't will be otherwise better prepared to
    contribute to society.

#### II. Educational Philosophy

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

Students are taught to truly appreciate and take ownership of their education; they learn to take responsibility. Teachers use the same proven pedagogy; consistency in methodology across all Subjects and Grade levels allows students to focus on absorbing the content rather than being distracted by wide variations in teaching delivery. Faculty members receive much training, coaching and feedback.

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

APA offers a Classical Education (reading, writing, arithmetic) using time-tested and proven Direct Instruction methods. Through the use of smaller classrooms, smaller teacher/student ratios, and student-mix based on proficiencies rather that Grade level, the subjects of Mathematics and Reading/Writing are more successfully taught to true mastery.

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

At a minimum, teachers must adequately educate their students to a level which meets the Federal and State mandated standardized testing requirements. However, a successful education is more than this. We will feel successful when teachers are excited and properly motivated to provide excellence in their teaching, and students are excited and motivated to learn. The board is responsible for the recruiting and hiring of the school administrator and other key leadership positions. During the first year or two, the board must be actively monitoring and assessing the performance of these key leaders to ensure they share our vision of educational excellence and they are successfully propagating this vision to the teachers they manage.

#### III. Conflict of Interest Disclosure

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

N/A

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

N/A

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

N/A

14. If the school proposes to partner with an ESP/EMO/CMO, do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

N/A

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

N/A

16. Do you anticipate conducting any business with the educational service provider/ EMO, the school, or both? If so, describe the potential relationship.

N/A

 Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

None.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

I would ensure that proper disclosure of any conflicts of interest are first publicly made and reported in a public meeting of the Board. The Board would then discuss the situation and determine if the conflicts of interest harm the school or potentially harm the school, and if so, steps to remove the board member would be taken.

# AFFIDAVIT FOR SERVICE AS A MEMBER OF THE GOVERNING BODY OF A CHARTER SCHOOL

STATE OF NEVADA )
County of <u>Clark</u> ) ss.
COMES NOW <u>Paris S. Bayardo</u> , being first duly sworn, dul states under penalty of perjury as follows:
1. I am currently residing at 9074 Toast Ave
LAS Vegas NV 89148
2. I intend to serve on the governing body of American Prepatory academy a publicharter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time is the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mai address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charte School Governing Body Members, Revised July 26, 2007."
DATED this 15 day of March, 2013.
Signature:
SUBSCRIBED and sworn to before me by: Paris S. Bayardo
this 15 day of March , 2013.
annette H. Ouintana, Notary Public
ANNETTE H. QUINTANA NOTARY PUBLIC - STATE OF NEVADA COUNTY OF CLARK APPT. No. 06-105274-1 MY APPT. EXPIRES AUGUST 29. 2013

# Paris S Bayardo

9074 Toast Ave. Las Vegas Nv 89148 Email: <u>Paris@primeresidentialcare.com</u> Phone: 702-529-1010

#### **Business Experience**

Strategic Market Manager, MSA Hospice Las Vegas — Dec 10 - Present

I currently manage a team of four account executives. Our purpose is to introduce new methods of patient care under the medicare benefit of Hospice. We provide education to the masses in senior communities, colleges, hospitals, and all those involved in the care of their loved ones.

Owner, Valley Marketing and Consulting, Las Vegas - Jan 12 - Present

Provide marketing support for new markets and operations to local businesses. Our goal is to drive new business and increase in brand awareness for our clients.

Owner, Prime Residential Care, Las Vegas - Dec 10 - Present

I currently own and operate an Elderly home for those that need 24 hour supervision. I am the financial manager and also ensure that residents are well taken care of.

Marketer, Compassion Care Hospice, Las Vegas - Sept 09 - Apr 11

I served as a Strategic Market Manager. My responsibilities were to find new markets and how to appeal to more of the Elderly population. I met with doctors and hospital administrators on a daily basis to convince them of our patient centered philosophy.

Area Manager, Essential Care, Las Vegas Nv - Jan 09 - Sept 09

My responsibilities consist of first marketing, promoting the business and letting everyone know what Essential Care's mission is and why we are the best in the home care industry. Second, I staff all the jobs we acquire. Third, I hire and fire all the caregivers on our staff. Last, I also serve as their supervisor and pay them all visits while on the job.

Sales representative, t-mobile, Las Vegas nv --- May 08 - Jan 09

I was a leading sales representative for T-mobile. My responsibilities consisted of assisting every customer with the best customer service in town. I was to assure them that they were with the best cell phone service and that we wanted them to be apart of the T-Mobile family.

Banker, Washington Mutual, Las Vegas Nv - Feb 07 - Mar 08

My responsibilities were to provide each and every customer with great customer service. I was to assist in any daily transaction and answer any questions or concerns that the customer had. I also was to sell credit cards, new bank accounts, investment accounts, and additional savings accounts.

Missionary, The Church of Jesus Christ of Latter Day Saints, Paraguay - Jan 05 -Feb 07

I was in charge of 147 other missionaries that were my age. I was to lead and guide them to success in helping people find peace and joy in their lives. I kept calculations of all of their successes and implemented new programs to help assist the missionaries and the investigators.

Owner, Extreme Mobile Detailing, Las Vegas - Jun 04 - Dec 04

I was the owner and operator of a mobile detailing company. My responsibilities consisted of managing, marketing, bill pay, bill collector and operator. This was brand new business that had started and I was to get the name out and find ways to set the company apart from everyone else.

#### Education

University of Nevada, Las Vegas. — Business Administration and Marketing, 2011

Palo Verde High School - High Honors Diploma , June 04

#### References

Joan Misuraca - Administrator of an Assisted Living Community - 702 545 7067

Dustin Peterson - Program Coordinator for Leadership Development at Rice University 702 324 5645

Alberto De La Paz - 702-563-9050

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# Attachment 18

**Incubation Year Planning Table** 

# **Incubation Year Planning Table**

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year to ensure that the school is ready for a successful launch in fall 2020. Feel free to add rows as needed.

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
INSTRUCTION & CURRICULUM	Training: 1 week of rigorous training and preparation for instruction and classroom management	EMO Directors and Coaches Academic Directors/APS Directors & Coaches	Aug 2020
INSTRUCTION & CURRICULUM	Preservice: 1 week of training and orientation for all employees	Regional Administrative Director (Hulet); District Academic Director (Campbell); EMO Academic and Operations leaders	Aug 2020
INSTRUCTION & CURRICULUM	Purchasing lists for curriculum created	Business Manager Christie Olivieri and Academic Director Christy Campbell	February 2020
INSTRUCTION & CURRICULUM	Curriculum orders submitted	Business Manager Christie Olivieri	March 2020- June 2020 according to projected delivery schedules
INSTRUCTION & CURRICULUM	Classroom Replication	EMO Replication team; Academic Director Ms. Campbell; Campus AD; Parent Volunteers	May-July 2020
TALENT	Hiring of Campus Administrative Director (Campus AD)	Regional Administrative Director - Rachelle Hulet	February 2020

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
TALENT	Teacher Hiring: We will hold multiple hiring events for all teaching positions	District Academic Director, Christy Campbell; HR Manager Meaghan Wheeler; EMO Academic Directors	February 2020- June 2020
TALENT	Staff Hiring: Secretaries, Support Personnel	Campus AD and Regional AD (Hulet)	June 2020
TALENT	Identify FSO (family school organization) leaders - Parent Volunteers	Campus AD	March 2020
TALENT	Employee Onboarding: We will have employee benefit meetings and receive all required documentation for employment	HR Director/ Admin Director	June, July, August 2020
OPERATIONS	Contracts for custodial and landscaping, using proper bids.	Ron Banks, Security and Operations Director, Business Manager, Governing Board	April-May 2020
OPERATIONS	Develop emergency management plan for new facility; get clipboards prepared for each classroom		June 2020
OPERATIONS	Ensure Department of Health, OSHA and Fire Inspections completed	Ron Banks, Security and Operations Director	When building is completed, prior to occupancy, target: July 2020

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
OPERATIONS	Student drop-off and pick-up plan created, maps developed; parents oriented to plan and given instructions and cards;	Ron Banks, Security and Operations Director and Rachelle Hulet Administrative Director	June-July 2020
TECHNOLOGY	Purchase staff computers and prepare for distribution	Dan Rivera, District Technology Director	June 2020
TECHNOLOGY	Install all facility systems and check functionality after school completed (phones, internet, wireless, etc.)	Admin Director/ Operations Director/ It Director	July 2020
TECHNOLOGY	Purchase student computer labs and configure	Dan Rivera, District Technology Director	August 2020
FINANCE	Procurement of furnishings and fixtures - student desks, cabinetry, teacher desks, bookcases	EMO Procurement team	February- July 2020
PARENT & COMMUNITY ENGAGEMENT	Community Outreach - flyers delivered to all neighborhoods within 2 mile radius of campus and distribute to community centers and libraries	Campus Administrative Director with FSO leaders	Oct-Dec 2019
PARENT & COMMUNITY ENGAGEMENT	Parent Information Meetings: Open to public; and School tours of existing campus required for enrollment	Admin Director/ Academic Director	Jan- July 2020
PARENT & COMMUNITY ENGAGEMENT	Enrollment opens online	Admin Director - Rachelle Hulet	January 2020

Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
PARENT & COMMUNITY ENGAGEMENT	Lotteries Held	Brandi <u>Bruschke</u> - Registrar	March 2020
PARENT & COMMUNITY ENGAGEMENT	Enrollment Meetings: Student assessments and collecting necessary documentation	Admin Director/ Academic Director/ School Support Staff	July 2020
SCHOOL SYSTEMS & CULTURE	Meet the Teacher Night: Students and parents come meet the teacher and become familiar with facilities	Admin Director/ Academic Director/ School Support Staff	Aug 2020
SCHOOL SYSTEMS & CULTURE	Volunteer Round Up: Parents learn about volunteer opportunities and become certified through fingerprinting	Admin Director/ School Support Staff	Aug 2020
SCHOOL SYSTEMS & CULTURE	Uniform Night: Parents and students receive detailed information and can purchase new and used uniforms	Admin Director/ School Support Staff	June/July 2020

# Attachment 19

**EMO Agreement Documentation** 



# Charter School Management Agreement

#### Between

# American Preparatory Academy - Las Vegas Governing Board

#### and

American Preparatory Schools, Inc.,

This Charter School Management Agreement (the Agreement) between American Preparatory Academy — Las Vegas (APA-LV), and American Preparatory Schools, Inc., (APS), is entered into this 25 day of May, 2013 under the laws of the State of Nevada.

#### Recitals

#### WHEREAS

APA-LV has been authorized by the State Public Charter School Authority (Authorizer) under the direction of the Nevada Department of Education (NDE) to hold a Charter (Charter) and operate a charter school in Clark County, Nevada consistent with NRS 386.509 of Nevada Code.

APA-LV is governed by a Governing Board that is responsible for the academic and operations programs of the charter school, which Governing Board maintains complete autonomy and control over its academic and school operations.

APA-LV is vested with authority from the Authorizer and the State of Nevada to enter into contracts with others, as necessary and permitted by law, to accomplish the Mission of the school.

APS has resources and expertise in operating and managing academic and business operations of charter schools.

APA-LV desires that APS provide a program inclusive of academic and business operations to fulfill its charter obligations.

APA-LV agrees that it is the Board of Director's duty to make all decisions and direct APS to act accordingly on the Board's behalf.

APS desires to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors, and to provide its comprehensive academic and business operations programs to APA-LV in accordance with current and established practices of APS, and it is APS' mission to ensure that the vision of the School's Board of Directors is faithfully and effectively implemented.

APA-LV and APS enter into this Agreement to establish the obligations and responsibilities of each party with respect to implementation of the academic and business operations program of APS for APA-LV.

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In consideration of the terms as set forth in this Agreement, APA-LV and APS mutually agree as follows:

#### 1. Term.

- 1.1This agreement shall commence July 1, 2013 for a term of 2 years subject to material and fee revision on or around June 30th of each year, by mutual consent.
- 1.2A renewal or extension to the term of the Agreement may be made with consent of both parties and is subject to written notice no later than 30 days prior to the termination date.
- 1.3 Upon Charter renewal with the Authorizer, the length of the term of this Agreement automatically renews.

#### 2. Agreement Amendment.

2.1This agreement may be amended with the consent of both parties at any time during the term of the agreement, or at term extension or renewal.

#### 3. Termination.

- 3.1APA-LV and APS shall have the right to terminate this Agreement for cause prior to the end of the term by providing 30 days advance written notice to the other party. "Cause" shall include:
  - 3.1.1 Gross negligence, fraud or criminal acts, whether or not successfully prosecuted. 30 days advance written notice is not required for termination under provision 3.1.1
  - 3.1.2 A willful or negligent material breach of the terms of the Charter or this Agreement, accompanied by a failure to remedy a breach within 60 days written notice to the party in breach of contract.
  - 3.1.3 A legislative, administrative or judicial act, after all possible appeals, of the federal or state government, or the courts, resulting in a final judgment or enactment revoking or invalidating the Charter, or the lawful enforcement of the provisions of this Agreement.
  - 3.1.4 A legislative, administrative or judicial act, after all possible appeals, of the federal or state government, or the courts, resulting in a final judgment or enactment which has a material adverse effect on APS's ability to perform the provisions of this Agreement.
  - 3.1.5 Termination of the Agreement as provided under this provision will not relieve APA-LV of any obligations for payments outstanding to APS on the effective date of termination.

#### 4. Authority.

4.1APA-LV grants to APS express authority and power necessary to execute the duties, responsibilities and obligations of this Agreement, except where Nevada Code prohibits the delegation of authority, for which the Governing Board retains authority.



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# 5. Place of Performance.

5.1APA-LV agrees to provide adequate office, classroom and electronic connectivity space sufficient to fulfill the duties, responsibilities and obligations of this Agreement, including the use of all related equipment, supplies and assets of APA-LV, including Human Resources and technology (Internet) hosting services. APA-LV and APS retain ownership of the equipment, supplies and assets it provides to the other party upon termination of this agreement. APA-LV agrees to provide adequate training space for APS, at current rental rates, and at times convenient to both parties, mutually agreed, for regional training on various academic and operational programs, including offering training to other schools and/or employees of other schools under contract with APS.

#### 6. Relationship.

- 6.1 APS is not a division of APA-LV and maintains an arms-length relationship with APA-LV.
- 6.2 No employee of APS will be considered an employee of APA-LV. No employee of APA-LV will be considered an employee of APS.

# 7. Financial Accountability.

- 7.1 APS will work with the Business Manager, in accordance with current auditing standards for charter schools, and assist the Business Manager in carrying out out the financial duties of the school.
- 7.2 APS will not be required nor obligated to expend its funds on goods or services for APA-LV, for obligations or liabilities of APA-LV, for missed earnings, or in any other manner, except as set forth in this Agreement.
- 7.3 APA-LV will not be required nor obligated to expend its funds for the obligations or liabilities of APS, or in any other manner, except as set forth in this Agreement.
- 7.4 APS will assist the Business Manager in ensuring all financial reporting is conducted according to state and charter requirements and in a timely fashion.

# 8. Fulfillment of Charter Obligations.

- 8.1 APS will in good faith work to fulfill the obligations of APA-LV in the Charter in all material aspects in relation to the goals and objectives of the Charter and the performance benchmarks of the school.
- 8.2 APS will report to, advise and make recommendations to the Governing Board in relation to fulfilling the obligations of the Charter.
- 8.3 APS will coordinate the renewal or reauthorization of the Charter with the school's authorizer if required by SPCSA.
- 8.4 APA-LV will consult with APS in the event that APA-LV wishes to revise or amend the Charter document and will provide for a formal review by APS prior to submitting the Charter to the Authorizer for approval. APA-LV will in good faith consult with APS during all aspects of Charter revision or

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# APS Las Vegas Contract 5-25

amendment, including revisions or amendments initiated and/or recommended by APS.

8.5 Ambiguities and conflicts in laws or rules will be reviewed by APS and recommendations will be presented by APS to the Governing Board for decisions.

#### 9. Governing Board Meetings.

9.1 APS will attend periodic governing Board meetings as directed by the Governing Board and will recommend agenda and action items.

#### Obligations of APS

APS shall provide the following programs and services, not inclusive of supplies, materials or expenditure thereof:

# 10. Comprehensive Academic Program Delivery and Development, to include, but not be limited to:

- 10.1 Charter-specific Programs as Outlined in APA-LV's Charter
- 10.2 Direct Instruction (DI) program
- 10.3 Core Knowledge (CK) program
- 10.4 Day to day academic coaching
- 10.5 Student Assessment
  10.5.1 DIBELS
  10.5.2 Standardized tests to fulfill legal and Charter requirements
  10.5.3 In-program assessments
- 10.6 Annual Program-specific training, such as CK, DI, Shurley English, CHAMPS and Saxon Math are not included in this Agreement.

# 11. Human Resource Leadership

- 11.1 APS will provide the Director level employees to APA-LV. This includes the School Director, Academic Director, Elementary Director, Secondary Director, Administrative Director and Tech/Ops Director.
- 11.2 Day to day management and supervision of the Academic and Admin Teams
- 11.3 Staff training and development, including on-site training and coordination of off site professional development opportunities.

#### 12. Enrollment.

- 12.1 Assist APA-LV in recruiting and retaining students in accordance with established law and administrative rules to ensure full enrollment, or enrollment levels mutually agreed upon by both parties.
- 12.2 APS shall observe all applicable state and federal laws and regulations in recruiting, admitting and enrolling students.
- 12.3 APS shall not be liable for financial shortfalls due to lower than expected or budgeted enrollment, or enrollment decline due to market forces, including changing demographics.

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APS shall provide the following business operations services, or assist the Business Manager in providing the following business operations services, not inclusive of supplies, materials or expenditure thereof:

### 13. Budgeting & Forecasting.

- 13.1.1 Preparation of school budgets and forecasts
- 13.1.2 Annual Financial Report budget
- 13.1.3 Annual Board budget
- 13.1.4 Annual staffing budgets
- 13.1.5 Capital expenditure budgets

#### 14. Record Keeping.

- 14.1 Financial record keeping in accordance with laws and rules as applicable to Charter schools in Nevada.
- 14.2 Cash management and account reconciliation
- 14.3 Maintaining appropriate storage locations and periodic back-ups of financial data
- 14.4 Financial controls policy and procedure development
- 14.5 Year-end close and archive
- 14.6 Asset management

#### 15. Financial Reporting.

- 15.1 Monthly and annual Income Statement and Balance Sheet reporting to appropriate agencies and the Governing Board.
- 15.2 Annual audit coordination with Independent Auditor, State Auditor, SPCSA and the NDE.
- 15.3 Monthly account reconciliation reporting to the Governing Board.

## 16. Government Accountability.

- 16.1 Complete and submit timely state and federal reports as required to ensure compliance with all state and federal laws applicable to the education environment of charter schools in Nevada.
- 16.2 Interact with government agencies as required for legal compliance.
- 16.3 Coordinate required Governing Board interaction with government agencies.
- 16.4 Report business operations to the Governing Board periodically in Governing Board meetings.

## 17. Facilities Development Management.

- 17.1 Coordinate and manage building, custodial, operations and maintenance functions for all aspects of facilities and grounds management, including contracting with third-party material and service providers on behalf of APA-IV
- 17.2 Manage inventory and assets.

## 18. Transportation and Food Services.

On behalf of APA-LV, APS will oversee student transportation using APA-LV's staff and equipment and will contract with third-party transportation

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- contractors to provide student transportation to and from school events, such as field trips, etc.
- APS will coordinate transportation of students by volunteers in private vehicles, on behalf of APA-LV, as directed by the Governing Board and as allowable by state law and rule.
- 18.3 APS will not assume liability for the transportation of students.
- 18.4 APS will recommend vendors for contracts to APA-LV, to provide food services for school events, such as festivals, carnivals, hot lunch days, social leadership, etc.

#### 19. Systems Development and Business Continuity.

- 19.1 Work with school staff and Governing Board to facilitate systems improvement and increased efficiencies.
- 19.2 Work with school staff to maintain periodic backups of APA-LV electronic data stored on APA-LV servers. School staff shall provide reasonable network support to APS for user configuration.
- 19.3 Oversee the school's computer network and work with school staff and others to manage the schools information technology needs.
- 19.4 Recommend vendors for contracts to APA-LV Board of Directors, such as providers to maintain school systems.
- 19.5 Develop and maintain the school's Emergency Response Plan.
- 19.6 Develop and maintain procedures for disaster recovery.

## 20. Human Resource Leadership, Development, and Management.

- 20.1 Coordinate all payroll functions, including recommending for contract third-party material and service providers.
- 20.2 Coordinate benefits administration for all medical, dental, vision, retirement and tax deferred benefit plans, and any other benefit plan offered by APA-LV. APS is held harmless for the performance of APA-LV's benefit plans.
- 20.3 APS will coordinate activities to identify, recruit, hire, train, lead, manage, discipline and terminate employees and will present a Staff List to the Governing Board annually for approval.
- 20.4 APS will prepare and execute annual letters of understanding (employment terms) for APA-LV employees, on behalf of APA-LV, outlining terms of employment.
- Unless otherwise indicated by APS in writing to the Governing Board, all persons hired to work for APA-LV will be employees of APA-LV and not APS. From time to time it may be necessary to transfer employment of an individual from APS to APA-LV or from APA-LV to APS for more effective management of resources, or to avoid a conflict of interest.
- 20.6 Maintain employee files in accordance with current governmental requirements, including Nevada State Archives regulations.

#### 21.Legal Compliance.

- 21.1 Develop policy for Governing Board approval.
- 21.2 Coordinate the maintenance of APA-LV's registrations with all state and federal agencies.

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#### APS Las Vegas Contract 5-25

- Coordinate legal transactions related to business functions and prepare 21.3 items for review and/or approval of the Governing Board.
- Coordinate all insurance needs of APA-LV. 21.4

#### 22. School Financing and Banking.

- APS will provide support to the Business Manager, if needed, and upon request, in carrying out the financing and banking responsibilities of the
- APS may not make expenditure of APA-LV funds for payments from APA-LV 22.2 to APS, or its agents, representatives, officers, directors, employees and subcontractors.

## 23. Charter Movement Representation.

- APS will establish and maintain key relationships with the Nevada Department of Education and the State Public Charter School Authority.
- APS will work in good faith on behalf of APA-LV to support and promote 23.2 favorable outcomes of issues affecting Charter schools locally, statewide and nationally, with special interest on issues materially affecting APA-LV.
- APS will, in good faith and as allowable by law, lobby the State Public 23.3 Charter School Authority or Nevada State Legislature on behalf of APA-LV as directed by the Governing Board.

## 24. Public Relations and Communications.

Both parties agree to ensure that all material representations to the 24.1 community, school community, the general public or the same through media representations, accurately reflect the provisions of the Charter, of this Agreement and the official positions of the Governing Board. Neither APS nor APA-LV will represent itself in advertising, newsletters, or otherwise in any manner contrary to the terms of the Charter or of this Agreement.

## 25.Grant Writing, State and Federal Program Funds.

- When eligible and appropriate, APS shall prepare federal and state 25.1 documents necessary for APA-LV to obtain state or federal program funds, federal Public Charter School Program (PCSP) grants and incentives.
- APS shall prepare required documents to draw upon awarded state or federal 25.2 program funds and PCSP grant funds.
- APS shall prepare for Governing Board signature, documents required to 25.3 account for state or federal program funds and PCSP grant funds.
- APS shall, at its discretion, or at the direction of the Governing Board and 25.4 APS as mutually agreed, solicit other grants or donations for APA-LV.
- APS may solicit grants or donations for its own general corporate purposes 25.5 except that any such solicitation may not be made of the constituency of the school.

## 26. Obligations of APA-LV

The Governing Board shall be responsible to ensure the terms of the Charter 26.1 are fulfilled.

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- The Governing Board shall establish and maintain Board Fiscal,
  Operations and Academic Policy and record and maintain the Minutes of
  Board Meetings in accordance with Nevada Administrative Code.
- 26.3 The Governing Board shall exercise good faith in evaluation and consideration of policy, rules, procedure, academic, operational, fiscal, political and other recommendations of APS.
- The Governing Board shall ensure timely cooperation with APS in furnishing all information, signatures, forms, reports and other items as needed to meet the requirements of the Charter and this Agreement. The Governing Board shall provide timely notice of all Governing Board meetings and other meetings or events required of APS by the Governing Board.
- The Governing Board shall ensure compliance of the school, including and encompassing this Agreement, with all legal requirements placed upon the Governing Board, acting as a political subdivision of the state of Nevada, and in accordance with the Charter and all rules and regulations set forth in Nevada Administrative Code as applicable to charter schools.
- 26.6 The Governing Board shall remain current with all corporate filings for federal, state and local governments.
- 26.7 The Governing Board shall ensure timely approval, signature and transmittal of expenditures not delegated to APS under the terms of this Agreement.

## 27. Representations, Warranties and Covenants of APS.

- 27.1 APS is a duly organized corporation in good standing and is legally authorized to conduct business in the State of Nevada.
- 27.2 To the best of its knowledge, APS has the right and authority under Nevada Code to fulfill the obligations and execute the terms of this Agreement.
- APS warrants that the services it provides will be performed by adequately trained persons in a professional and workmanlike manner.
- 27.4 To the best if its knowledge, APS is not in breach of or default under any contractual or financial obligations, is not a party to, nor does reasonably anticipate a lawsuit or other legal proceedings, is not delinquent in payment of payroll taxes, salaries, income taxes or other obligations.

## 28. Representations, Warranties and Covenants of APA-LV.

- 28.1 To the best of its knowledge, APA-LV has the right and authority under Nevada Code to contract with APS and to fulfill the obligations and execute the terms of this Agreement and is not in breach of contract with the Charter authorizer by entering into this Agreement.
  - 28.2 By unanimous affirming vote of the Governing Board, APA-LV approves of the Comprehensive Academic Program and Operations Services of APS and is authorized to contract with APS and will fulfill its obligations and execute the terms of this Agreement.
  - 28.3 In the event of Charter dissolution, or otherwise the termination of the Charter agreement, or bankruptcy, as allowed by law, APS will be classified as a priority claimant with regards to monies owed to it and the obligations of this Agreement.

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To the best if its knowledge, APA-LV is not in breach of or default under any contractual or financial obligations, is not a party to, nor does reasonably anticipate a lawsuit or other legal proceedings, is not delinquent in payment of payroll taxes, salaries, income taxes or other obligations.

### 29. Dispute Resolution.

29.1 Remedies.

29.1.1 The sole remedy for breach of this Agreement shall be the specific performance of the terms of the Agreement, up to and including termination of the agreement.

29.1.2 Alternative Dispute Resolution.

29.1.2.1 APS and APA-LV will seek to resolve in good faith, and in a reasonable amount of time, any controversy, disagreement or claim (dispute) arising between them in the performance of the specific terms of this Agreement. After 30 days advanced written notice to the other party, either party may submit a dispute to a single third party arbitrator for arbitration, in accordance with the rules of the American Arbitration Association (AAA). The decision (award if any) of the Arbitrator will be binding, not subject to appeal, and the parties mutually agree that the decision will have the same effect as the laws of the State of Nevada.

30. Compensation.

30.1 In exchange for the services outlined in this Agreement, APA-LV agrees to compensate APS \$936 per student (amended annually), based on enrollment on the student count used by the State of Nevada to calculate reimbursement to APA-LV. For the initial four months of the Agreement, payment will be made based upon the school's reimbursement rate calculated student count. Payments will be made monthly, on the 1st of each month and will commence July 1, 2013. This Agreement will serve as an invoice, no other invoice will be provided.

## 31. Additional Services.

31.1 Additional services not included within the scope of this Agreement may be provided upon request with fees negotiated on a per service basis. Additional services may include the engagement of third party professionals or other consultants for which APA-LV agrees to reimburse or otherwise compensate APS for such services.

32. No Third-Party Beneficiary Rights.

32.1 This Agreement provides no rights to a third party beneficiary, whether a constituent of APA-LV or otherwise.

33 Entire Agreement.

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This written Agreement shall constitute the complete and entire 33.1

between APS and APA-LV for the provisions of this Agreement. All prior representations, agreements and understandings, for the services covered by the provisions of this Agreement, whether verbal or written, are superseded and replaced by this Agreement.

As outlined in the provisions herein, this document may be voluntarily 33.2 modified upon written approval of both parties. Any material changes to the Agreement will require an affirming vote of the APA-LV Governing Board.

#### 34 Waiver.

No waiver of any provision of this agreement will constitute a waiver of any 34.1 other provision of the Agreement, nor will a waiver constitute an ongoing waiver, unless otherwise expressly stated.

#### 35 Severability.

- If any covenant or provision hereof is held to be invalid, such invalidity shall 35.1 not affect other covenants and provisions of the Agreement, and such other covenants and provisions shall be given effect without the invalid provision.
- If any covenant or provision of this Agreement is deemed to be an invalid 35.2 delegation of authority from the Governing Board to APS, such covenant or provision will be limited to the extent necessary to make the covenant or provision legal and binding.

### 36 Force Majeure.

Neither party will be liable for any provisions of this Agreement not 36.1 performed due to acts of God, acts of war, civil war, riot, terrorism, sabotage, explosion, embargo, fire, flood, natural disaster, accident, labor strike, or other acts, intentional or natural, beyond reasonable control, or with unusual expense.

#### 37 Governing Law.

The laws of the State of Nevada shall govern this Agreement and any legal 37.1 determination of rights, duties and remedies of the parties arising from a dispute related to the Agreement.

## 38 Successors and Assignment.

- Neither party may assign this Agreement to another party without written 38.1 consent from the other party, which cannot be unreasonably withheld, unless the assignment is to a successor to all, or a substantial portion, of the party's business, or an affiliated entity.
- APS may delegate the performance of, but not the responsibility for, specific 38.2 portions of this agreement to qualified third party contractors, professional service providers or experts, subject to APA-LV approval, which approval cannot be unreasonably withheld.



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#### APS Las Vegas Contract 5-25

This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors, heirs, executors, administrators, representatives and assigns as allowed by the terms of this Agreement.

#### 39 Indemnification.

- As provided by law, APS shall indemnify, defend and hold harmless APA-LV and its agents, representatives, officers, directors, employees and subcontractors against any and all claims, demands, damages, losses, liens, suits or other forms of liability, including reasonable attorneys fees and costs, that may arise out of, or by reason of any negligence, acts or omissions, errors or willful misconduct of APS or its agents, representatives, officers, directors, employees and subcontractors in performing the provisions of this Agreement. APS shall reimburse APA-LV for any and all legal expenses and costs associated with the defense of such claim, demand or suit, subject to the limits of APS's general liability insurance policy.
- As provided by law, APA-LV shall indemnify, defend and hold harmless APS and its agents, representatives, officers, directors, employees, and subcontractors against any and all claims, demands, damages, losses, liens, suits or other forms of liability, including reasonable attorneys fees and costs, that may arise out of, or by reason of any negligence, acts or omissions, errors or willful misconduct of APA-LV or its agents, representatives, officers, directors, employees and subcontractors in performing the provisions of this Agreement. APA-LV shall reimburse APS for any and all legal expenses and costs associated with the defense of such claim, demand or suit.
- 39.3 APA-LV will assert all statutory limitations of liability under the Nevada Governmental Immunity Act and will not waive this right without prior written consent from APS. Notwithstanding this provision, APA-LV will waive the defense of governmental immunity with regard to the provisions of this Agreement with APS, as permitted by law.
- 39.4 Each party shall give immediate written notice to the other party of the assertion of a claim or commencement of legal action under which indemnification is sought and shall mutually agree to timely response and cooperation with the indemnifying party in defense of a claim or legal action.

#### 40 Survival of Termination.

40.1 All representation, warranty and indemnification provisions of the Agreement shall survive the termination of the Agreement.

## 41 Insurance.

41.1 APA-LV will maintain general liability insurance in the amount required by Nevada Administrative Code, notwithstanding, it shall not be less than \$1,000,000 per occurrence, \$2,000,000 general aggregate for General Liability insurance. APA-LV shall maintain other liability insurance, or other insurance, prudent to the nature of the business or events for which it participates, including automobile liability protection, treasurer's bond and other such insurance and protection.

41.2 APS will maintain general liability insurance in an amount that shall not be less than \$1,000,000 per occurrence, \$2,000,000 general aggregate for General

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Liability insurance and will maintain other liability insurance, or other insurance, prudent to the nature of the business or events for which it participates, including automobile liability protection, treasurer's bond and other such insurance and protection as applicable, but not in duplicate of insurance of APA-LV extended to APS as a third party.

- 41.3 APA-LV and APS shall maintain Workman's Compensation insurance.
- 41.4 Each party, at the request of the other party, will provide evidence of insurance and will comply with reasonable reporting requirements of the other party's insurer, if any.

## 42. Conflicts of Interest

42.1 No officer, employee or director of APS may serve on the Board of Directors of APA-LV. If there exists some relationship between APS, its officers, directors or principals and any other person or entity providing goods or services to the School, APS agrees to disclose the relationship to the Board prior to provision of the goods or services.

#### 43. Official Notice.

All notices and formal communications required by the terms of this
Agreement will be in writing. Notice will be given by certified or registered
mail (return receipt requested) to the registered address, facsimile (with
confirmation of transmission), or by hand delivery with written confirmation.
Notice will be deemed to be given two (2) days after the date of the mailing or
upon the first date of business on or after the date of facsimile or hand
delivery. Registered address:

American Preparatory Schools, Inc.

with copy to:

Carolyn Sharette

1255 W. Crystal Ave.

9123 Peruvian Cir.

West Valley City, UT 84119

Sandy, UT 84093

American Preparatory Academy - LV with copy to:

Lee Iglody

Location to Be Determined

Clark County, Nevada

#### 44. Provision Headings and Numbering.

44.1 The provision headings and numbering are for convenience and reference only and shall not reflect the true meaning of the provisions. Provision headings and numbering shall not be considered in the interpretation of this Agreement.

This Agreement between the parties was approved in a public meeting held by the Governing Board of American Preparatory Academy – Las Vegas on May 25, 2013, during which the

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13/13 APS Las Vegas Contract 5-25 Chairman of the Board was authorized by the Governing Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties of the Agreement have executed this Agreement as of the day and year first above written.

American Preparatory Academy - Las Vegas

Ву: \_ Ц **Authorized Representative** Name (print): (ex Jalody

American Preparatory Schools, Inc.

By: Christy Sharette

Authorized Representative

Name (print): Chrolyn Sharette

5/25/2013

**Operational Execution Plan** 

The School Leadership Team at the new campus will consist of two major sectors:

- 1. Academic Leadership
- 2. Non-Academic Leadership

## 1. Academic Leadership

- District Academic Director (DAD)
- Upper Elementary Academic Director (UEAD)
  - o Lower Elementary Academic Director (LEAD)

The academic program is led by the Upper Elementary Academic Director and the Lower Elementary Academic Director, under the supervision of the District Academic Director. The District Academic Director will be Christin Campbell.

The UEAD and LEAD perform the following functions, the UEAD for grades 4-6 and the LEAD for grades K-3:

- Assist in recruiting and hiring of teachers and instructors (academic staff)
- Assist in training of teachers and instructors (with EMO staff leading the annual training)
- Establish and implement the ongoing Coaching/Mentoring Program for teachers and instructors
- Oversee the weekly data collection, data analysis, and generation of weekly academic reports
- Oversee and manage the weekly PLC wherein student progress data is reviewed by the teachers and instructors, grouping changes are made and student achievement goals are established
- Oversee and manage the group changes for the fluid academic groups in reading, math, spelling
- Oversee student discipline, and initiate parent conferences on student academic or discipline issues
- Ensure all teachers and instructors have all materials, supplies, training and support necessary to carry out the school's "core business" of teaching students to mastery

The UEAD and LEAD are assisted in their work by an Academic Secretary for each, who is also an instructional coach. Job descriptions for these positions are located in <u>Attachment 12</u>.

## 2. Non-Academic Leadership

- Business Manager
- District HR Director
- District Administrative Director (District AD)
  - o Campus Administrative Director

The non-academic aspects of school operations are led by the Campus Administrative Director (Campus AD) and the Business Manager. The Campus AD is the non-academic leader of the campus, overseeing the non-academic operational functions of the school with the exception of the financial operations (which are managed by the Business Manager), such as:

- student recruitment and enrollment
- facility management
- school safety
- HR compliance
- student drop-off and pick-up
- carpool organization
- compliance with state and federal requirements

The Campus AD will be assisted by the following staff who directly report to the Campus AD:

- Facilities/Safety lead
- School secretaries

The Campus AD will be supported by the following staff from the "district" level:

- District Administrative Director (Mrs. Hulet)
- HR Manager
- Business Manager
- District Facility/Safety Director

The Business Manager for both campuses will be Christie Olivieri. Mrs. Olivieri oversees the following operational functions and will expand her role to do so for both schools:

- AR/AP
- Cash management
- Bank reconciliations
- Purchasing processes
- Budget development
- Payroll oversight (this is a contracted service with the primary oversight by HR Lead Meaghan Wheeler)

The Business Manager is assisted by:

• Purchasing Assistant/Administrative Assistant

The Business Manager is supported by:

- District Administrative Director Rachelle Hulet
- District HR Manager Meaghan Wheeler
- EMO Accountant: Brent Burggraaf
- EMO CFO: Phil Collins

## Staffing Model

This new campus will follow the same staffing model as all American Prep elementary campuses, which is as follows:

## 1. Academic Staffing:

The school is divided into Lower Elementary (grades K-3) and Upper Elementary (grades 4-6).

Lower Elementary Staffing Plan

LEAD (Lower Elementary Academic Director) oversees:

- Lower Elementary Academic Secretary/Coach
- Teachers 3 teachers per grade K-3 = 11 Teachers
- Instructors 3 instructors per grade K-3 = 11 Instructors

**Upper Elementary Staffing Plan** 

UEAD (Upper Elementary Academic Director) oversees:

- Upper Elementary Academic Secretary/Coach
- Teachers 3 teachers per grade 4-6 = 9 teachers
- Instructors 3 instructors per grade 4-6 = 9 instructors

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### Other Positions K-6:

- 'GROUPS' instructors 4-5 depending on number of groups formed
- Student Character Training Specialist (Behavior Management) 1 position
- Special Education Case Manager(s) as needed depending upon special education caseload
- Special Education Teacher(s)- as needed depending upon special education caseload

## Non-Academic Staffing:

- School Secretary (2)
- School Technology and Operations (1)
- School Safety and Operations (1)

## Performance Metrics

Academic Program - Data Collection, Analysis

An important aspect of our program is that in our groups (Reading, Math and Spelling) teachers collect daily data on student progress. This data is submitted weekly via the LPC (lesson progress chart) to the Academic Secretary, who compiles the information into a weekly progress report. This report reflects the progress of any student who is not at mastery for the week, and flags that student for discussion..

School is dismissed early on Wednesday and Thursday (6 hours, 15 minutes) and the teachers meet to discuss student progress and receive trainings each week. At the weekly team meeting, the LPC report is reviewed and teachers discuss strategies for improving the progress of any flagged students. These strategies may include group changes, as our groups are "fluid" and students can move as needed.

All these strategies serve to assist us in meeting our performance goals:

- Students will make a minimum of 1 year's progress in ELA according to Reading Mastery placement and final year end assessments. Long term objective is that 80% of our students will be on grade level benchmark according to the Reading Mastery Grade Level Guidelines who have attended APA for three years or more in ELA.
- Students will make a minimum of 1 year's progress in Math according to CMC/Saxon placement and final year end assessments. Long term objective is that 80% of our students will be on grade level benchmark according to the CMC/Saxon Grade Level Guidelines who have attended APA-LV1 for three years or more in Math.

## **Operational Sectors**

Academic Program

**Teacher Training and Program Support** 

All academic personnel participate in a week-long summer training where they learn and practice the Direct Instruction pedagogy and prepare for the classes they will teach in the upcoming year. Our Training Institute is a rigorous experience and provides hands-on practice for teachers and instructors as they are paired with experienced teachers and are given feedback in "real-time". The EMO provides this training, utilizing local leaders and teachers as trainers as appropriate.

All academic personnel are placed into our 4-tiered Coaching Program (purple, pink, yellow, green). Our Instructional Coaches (the UEAD and LEAD and Academic Secretary/Coaches, plus EMO coaching support) visit the classrooms frequently from the first week of school - several times per week for new teachers on purple - and provide side-by-side training and coaching to teachers and instructors who are in the purple phase. As teachers and instructors progress to pink, yellow and green, the frequency of coaching diminishes, and coaching becomes less "side-by-side" and more of reflective feedback. This coaching program is critical to the success of our schools, as our Direct Instruction programs require a high level of skill in delivery in order to be effective.

Academic personnel are expected to pass out of the purple level by November or December of year one of teaching. If they fail to do so, they are placed in "critical coaching" where more coaching time is dedicated to their success. By the end of the first year, those that have not successfully passed

into pink are not usually invited back to teach at the school. Sometimes, if it is clear that a teacher or instructor is unable to teach in our pedagogical style of direct instruction, and adequate progress is not being made, mid-year staffing changes are made to ensure that student academic progress is held as our primary objective.

#### Academic Schedule and Structure

The Academic Classroom Structure at American Prep is traditional in some respects. Students are assigned to classrooms based upon grade level, and are assigned a homeroom classroom teacher. Each classroom is also staffed with an Instructor, providing for two (2) adults in every elementary classroom. The Instructor may or may not be a certified position. Instructors receive extensive training in the delivery of the instruction that they provide (under the direction of the classroom Teacher and Academic Director). Having two (2) adults in every classroom is an important part of our academic model.

The Academic Schedule at American Prep is complex and rigorous. All students attend achievement-level groups in Reading and Math for 60 minutes each day, and in Spelling for 40 minutes, 4 days per week. In order to make this possible, all classes must adhere to a strict daily schedule. The Reading, Math and Spelling groups average about 10-12 students. We are able to get to those small classes sizes because we are able to utilize our Instructors to teach groups, and we also have 4-5 dedicated "groups teachers" who teach groups all day long (Lower Reading, Upper Reading, Lower Math, Upper Math, Lower Spelling, Upper Spelling).

Our school day on Monday, Tuesday and Friday is long - 7 hours and 15 minutes. This is one hour longer than the CCSD elementary school day and provides us time to teach a more rigorous academic program. The Academic Calendar is developed by the District Academic Director (Ms. Campbell) and the UEAD and LEAD implements the calendar with the teachers.

For example, K-3 reading groups are held from 8:30-9:30 a.m. each day. All K-3 students go to their group at 8:30 a.m., based upon their achievement level, and regardless of their grade level, for reading instruction. This allows students to be taught at their precise instructional level, with other like-learners, and so maximum progress can be made in the vital skills acquisition areas of Reading, Math and Spelling. All 4-6 grade students attend their reading groups from 9:35-10:35 each day. This happens the next hour for lower elementary math, then upper elementary math, and then for spelling groups in the afternoon. This schedule provides for 10+ transitions for our students daily, with the opportunity to physically move from place to place. We also provide at least 2 recess periods daily; 3 for the lower elementary grades.

Outside of the 2 hours and 40 minutes that students are in "groups" daily, they are in their classroom with their homeroom teacher and instructor, receiving instruction in other traditional subjects, such as Literature, Science, History, Grammar, Poetry and Writing. These are taught to the whole class, and are not separated out by ability or achievement. We feel students benefit from participating with other students of diverse learning levels when studying History, Science, Literature and Poetry.

American Prep believes students benefit from studying the Arts, and so all students study Music and Art, taught by specialists (not the homeroom teachers) in grades K-6. Students also participate in Physical Education twice weekly, taught by a PE Teacher/Specialist. Our Music instruction intensifies in 5th grade when all 5th graders participate in a choral music experience for the entire year. In 6th grade, all students select an instrument in the orchestra or band, and play it for the

entire year. This provides students with sufficient experience in music education, both choral and instrumental, to make informed choices in secondary school regarding what music instruction they may wish to pursue.

Teachers are able to use the Specials time (Music, Art and PE) for planning and preparation time, which is important for them. Because of our longer school day, teacher planning time is compressed and the Specials schedule allows for the needed prep time for teachers.

## **Transportation**

The new school will provide transportation services to parents similar to the services we provide to parents at our current campus. Under these services, we work with the parents and guardians of pupils enrolled in the school to develop a plan for transportation to ensure that pupils have access to transportation to and from the charter school. Some of the resources that we will make available through our services include:

- Carpool organization and communication. We help families find other families who live in close proximity who may wish to participate in ride sharing. While keeping student data private, we are able to help families coordinate with other families to ensure students are able to get to school.
- We locate our schools as near as possible to major highways and thoroughfares of Las Vegas. Our current campus and the presumed site of our second campus will be within a mile (or perhaps two) from the I-215 corridor.
- We locate our school as near as possible to public transportation such as bus routes and bus stops.

Families may always contact the Administrative Director of the school and indicate if they are experiencing a hardship with transportation, and the school can assist the family in finding transportation for their student. Some of the ways we can assist families who are experiencing a transportation hardship is through carpool facilitation, and also through issuance of public transportation vouchers for students who are able to use public transportation.

Additional transportation may be facilitated on a case-by-case basis to ensure that the school meets its transportation obligations to students with disabilities, students on 504 plans, homeless students, and foster children.

## Food Service

While we do not currently provide a food service program at our school in Nevada, we plan to provide a food service program to both campuses in year 2 of the expansion school. We are committed to assisting families who need nutrition support and who qualify for free or reduced lunch. The EMO provides the NSLP in their Utah schools and we have asked them to institute a program in our Nevada schools. We feel it is prudent to wait until the 2nd operational year of the new school in order to establish all our academic and operational programs before we venture in the NSLP. We want to have the school running well in year one and plan to add the NSLP in year two.

#### Facilities Maintenance

The school will contract with an outside firm, utilizing proper state procurement practices, to provide janitorial and landscape maintenance for our expansion school. This is our current practice at the Sunset campus.

## Safety and Security

We provide a safe campus for our students via a multi-pronged safety and security plan, developed by our Security and Operations Director, Mr. Banks, in consultation with the Emergency Response Commander, Mr. Jex, and the Administrative Director (Mrs. Hulet).

American Prep's Sunset campus has a comprehensive emergency management plan, and a similar plan will be developed for the new campus and will be inclusive of the following:

- Teacher training on all emergency drills and safety practices
- Emergency management clipboard in each classroom with instructions for each emergency scenario
- Schedule of emergency drills as required by law and carried out appropriately
- Identification of a Campus Security Lead who oversees the emergency management plan and drills. Ron Banks is currently the Security and Operations Director at Sunset campus, and a new employee will be hired for 2nd campus and and will work under Mr. Banks' direction.
- Technology to enhance security: all outer doors locked during the day with the exception of one entrance that is surveilled by camera with entry managed by the school secretary or office personnel
- Key cards required for school entrance for staff members
- Parents or volunteers that enter the school are admitted after they have checked in with a staff member following our school safety procedures
- We currently enjoy strong relationships with local law enforcement, fire department and public safety agencies and we work with them to assist in our drills and provide support as needed. This will continue as our second campus is established.
- Cameras will be installed outside the school building and on the school grounds to provide ability to see and track school entries and exits and other outside activity
- Cameras will be installed inside classrooms, hallways and common areas to provide ability to see incidents.
- Student drop-off and pick-up systems are carefully designed and implemented and managed daily with precision to ensure student safety before and after school.

**Budget Narrative** 

## **Budget Narrative**

As we are anticipating the opening of our second campus in Fall of 2020, we used conservative assumptions in our budget for the 2020-2021 school year. We assume that our State and Federal revenues will increase by 3% by 2020, including DSA and Special Ed income. Other miscellaneous income, such as revenues received from student fees, student activities, Boxtops and Lifetouch fundraising (Corporate income), building rental income, recycling income, and other miscellaneous income we have kept static. Most of that income is anticipated and not secured and represents about 1% of our total income. We then extrapolate a growth of 41% in appropriate income areas to account for the 640 new students to our network. We do not include a growth factor in student activities income because an elementary school will have very limited student activity income. We increase our income from student fees by less than 41% because a portion of our fees come from High School classes, which we will not be expanding at the new elementary school. We do increase much of our miscellaneous income by 41% as this income will increase with a higher student count; however as previously stated this miscellaneous income represents only 1% of our total revenues.

In our expense assumptions, we assumed that most of our small inflation-affected expense line items will increase by 4% by the 2020-2021 school year. We assume that salaries will increase by 9% by the 2020-2021 school year. We assume that healthcare expenses will increase by 18%.

Our contingency plan to meet financial needs if anticipated state and local revenues are not received or are lower than estimated would be to reduce our staff. As discussed in "Student Recruitment and Enrollment" on page 62, we hire about double the staff as most schools. This is the most expensive aspect of our model. If we were to enroll fewer students than expected, or our revenues are less than expected, we would hire fewer part-time groups teachers and paraprofessionals. This results in larger class sizes which historically has been linked to lower academic outcomes. By not having staff to split larger homeroom classes into smaller groups, the group size may be increased to 20 students rather than 10 students. Although we do not like having larger class sizes, this is the only realistic way to sufficiently decrease our expenses when there is a significant revenue shortfall.

Our philanthropic revenue represents about .04% of our total revenue, but if there was a philanthropic shortfall we would likely reduce expenses in supplies. Our philanthropic revenue is tied to special projects or additional items not included in the budget.

Another opportunity that we have had in the past to cut expenses is to receive a discount on one of our largest expense items - our contract with the Educational Management Organization. The EMO has shown a willingness in the past to do what it takes to help the school succeed financially, even if that means cutting down on their profit. In our first 3 years of operation, we have never paid the entire EMO fee as they have been very fair in reducing their fee as needed to benefit the school. We received a 20% discount on the fee in our first 2 years of operation. The EMO has been willing to accept a discounted fee on a monthly basis to ensure that our budget balances throughout the year. They then submit a catch-up of the fee at the end of the year if the school can afford it. The EMO contract can be found as Attachment 19 – EMO Agreement Documentation, page 221.

**Financial Plan** 

We completed the spreadsheet from the Authority the best that we could, but we realize that the information does not seem to be in the most useful format. We hope that our budget submitted as Attachment 23 will clearly outline our projections for our network.

Please refer to the included Excel Spreadsheet

**Local Network Budget** 

		Network Budget
Ordinary Income/Expense	Grov	wth (Student Count)
Income		41%
	(1,55	0 students to 2,190)
1710 · Student Fees (Income)	\$	90,000.00
1715 · Student Activities Income	\$	75,355.50
1910 · Boxtops Income	\$	3,845.07
1920 · Lifetouch Natl	\$ \$ \$ \$ \$	2,782.01
1980 · Building Rental Income	\$	8,353.08
1990 · Recycled Metal	\$	777.10
1900 · Miscellaenous Income - Other	\$	11,433.06
2000 · Federal Income		
2115 · Special Education Part B	\$	11,114.11
2116 · Early Childhood Grant		
3000 · State Source Income		
3110 · DSA	\$	14,201,671.64
3115 · Special Ed (State)	\$	253,464.35
3120 · Teacher Schools Supplies Grant		
Total Income	\$	14,658,795.92
Expense		
1000 ⋅ Instruction Expenses		
1000410 · Dues, Fees, Subscriptions	\$	6,205.64
1000590 · Instructional Outside Services	\$	-
1000610 · Instruction Supplies	\$	11,730.99
1000612 · Non Information Items of Value	\$	7,415.88
1000613 · Field Trips	\$	35,864.22
1000615 · Student Activity Expenses (all)	\$ \$ \$ \$ \$ \$ \$ \$ \$	177,355.15
1000616 · Student Fees Expenses	\$	43,644.20
1000641 · Textbooks	\$	228,913.46
1000642 · Curriculum	\$	187,747.18
1000 · Instruction Expenses - Other	\$	42,371.58
2100 · Student Support		
2100590 · Student Support Outside Service	\$	44,969.74
2100610 · Student Support Supplies	\$	4,053.37
2200 · Instruction Support		
2200615 · CDD Supplies	\$	2,941.98
2300 · Board of Directors Expenses		
2300310 · Management Fee - APS	\$ \$ \$ \$	2,135,959.73
2300315 · Board Member Reimbursement Fees	\$	3,619.20
2300317 · Board Member Conferences	\$	4,524.00
2300800 · Board Member Meals	\$	599.54
2400 · Administration		10.00000
2400610 · Administration Supplies	\$	1,949.71
2400800 · Travel & Meals	,	
2400810 · Travel-Mileage	\$	-

2400820 · Meals		
2400 · Administration - Other	\$	2,314.34
2500 · Central		
2500100 · Bank Service Charges	\$	1,486.05
2500275 · Workers Compensation Insurance	\$	15,237.58
2500300 · Human Resource Expense	\$	31,445.56
2500301 · Recruiting Expense	\$	-
2500320 · Teacher Development	\$	59,860.59
2500330 · Business Management	\$	-
2500340 · Audit, Legal & Accounting	* * * * * * * * * *	36,735.48
2500410 · Dues, Fees, Subscriptions	\$	15,817.71
2500520 · General/Building Insurance	\$	95,726.58
2500590 · Outside Services	\$	170,301.77
2500612 · Staff Appreciation costs	\$	11,123.12
2600 · Operations		
Facility Rental		
2600410 · Dues, Fees, Subscriptions	\$	8,683.70
2600411 · Water/Sewer	\$	81,383.06
2600421 · Garbage	\$	9,823.27
2600431 · Gas/Electricity	\$	149,363.16
2600442 · Equipment Rental	\$	2,326.85
2600451 · Security / Fire Alarm	\$	43,303.11
2600533 · Phone	\$	3,738.80
2600535 · Internet	\$	13,396.85
2600590 · Outside Services Ops	* * * * * * * * * * * * * * * * * *	31,322.53
2600591 · Custodial Contracts	\$	87,812.50
2600592 · Landscape Contracts	\$	10,194.10
2600610 · Operations Supplies	\$	40,365.16
2600611 · Office Supplies	\$	179,202.70
2600620 · Building Maintenance	\$	54,873.38
2600625 · Building Improvements	\$	11,335.48
2600630 · Copy Maintenance	\$	56,513.19
660000 · Payroll Expenses		
661000 · Instruction Payroll		
Accrued Summer Benefits Expense	\$ \$	88,399.70
Accrued Summer Wage Expense	\$	215,609.03
661001 · Teacher Payroll		
Teacher State Unemploymen	\$	6,550.45
1000101 · Teacher Salaries	\$	3,546,080.58
1000211 · Teacher Dental Insurance	\$	42,614.03
1000212 · Teacher Life Insurance	\$	13,368.28
1000221 · Teacher Social Security Tax	\$	34,958.19
1000231 · Teacher Retirement	\$	293,814.07
1000241 · Teacher Medicare	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	49,261.94
1000261 · Teacher State Unemployment	\$	71,859.09
1000281 · Teacher Health Insurance	\$	324,639.20
1000291 · Teacher Other Benefits	\$	7,200.13
661001 · Teacher Payroll - Other		

661002 · Instructor Payroll		
1000102 · Instructor Salaries	\$	895,295.56
1000215 · Instructor Dental Insurance	\$ \$ \$ \$ \$ \$ \$ \$	22,560.59
1000216 · Instructor Life Insurance	\$	394.36
1000222 · Instructor Social Security Tax	\$	17,208.47
1000232 · Instructor Retirement	\$	33,958.26
1000242 · Instructor Medicare	\$	12,100.75
1000262 · Instructor State Unemployment	\$	27,329.46
1000282 · Instructor Health Insurance	\$	122,202.36
1000292 · Instructor Other Benefits	\$	3,282.39
661003 · Substitute Payroll		
1000103 · Substitute Salaries	\$	69,510.44
1000223 · Substitute Social Security Tax	\$ \$ \$ \$	4,279.64
1000243 · Substitute Medicare	\$	1,007.92
1000263 · Substitute State Unemployment	\$	2,144.79
661003 · Substitute Payroll - Other	\$	-
662100 · Student Support Payroll		
2100104 · Student Support Salaries		
Student Support Merit Pay	\$	13,795.00
2100104 · Student Support Salaries - Other	\$	287,943.49
2100215 · Student Support Dental Insuranc	\$	1,690.53
2100216 · Student Support Life Insurance	\$	871.46
2100225 · Student Support Social Security	\$	11,998.90
2100234 · Student Support Retirement	\$	49,456.58
2100244 · Student Support Medicare	\$ \$ \$ \$ \$ \$ \$ \$	4,235.68
2100265 · Student Support State Unemploym	\$	8,455.97
2100285 · Student Support Health Insuranc	\$	22,632.02
2100294 · Student Support Other Benefits	\$	144.13
662200 · Instruction Support Payroll		
2200107 · Instruction Support Salaries	\$	194,347.73
2200215 · Instruction Support Dental Insu	\$ \$ \$ \$ \$ \$ \$ \$	2,634.80
2200216 · Instruction Support Life Insura	\$	380.68
2200225 · Instruction Support Social Secu	\$	447.58
2200237 · Instruction Support Retirement	\$	22,062.90
2200247 · Instruction Support Medicare	\$	2,746.84
2200265 · Instruction Support State Unemp	\$	5,261.27
2200285 · Instruction Support Health Insu	\$	6,223.75
2200295 · Instruction Support Other Benef	\$	468.93
662400 · Administration Payroll		
2400105 · Administration Salaries	\$	687,910.39
2400215 · Administration Dental Insurance	\$	9,312.35
2400216 · Administration Life Insurance	\$	1,707.97
2400225 · Administration Social Security	\$	6,554.99
2400235 · Administration Retirement	\$ \$ \$ \$ \$ \$ \$	13,165.06
2400245 · Administration Medicare	\$	9,707.40
2400265 · Administration State Unemployme	\$	15,949.35
2400285 · Administration Health Insurance	\$	45,935.48
2400295 · Administration Other Benefits	\$	1,582.44

662500 · Central Payroll		
2500237 · Central Retirement		
662600 · Operations Payroll		
2600105 · Operations Salaries	\$	249,502.83
2600215 · Operations Dental Insurance	\$	1,328.17
2600216 · Operations Life Insurance	\$	576.37
2600225 · Operations Social Security Tax	\$	3,240.72
2600235 · Operations Retirement		42,739.19
2600245 · Operations Medicare	\$ \$ \$	3,577.74
2600265 · Operations State Unemployment	\$	5,138.76
2600285 · Operations Health Insurance	\$	23,551.82
2600295 · Operations Other Benefits	\$	(62.14)
Sunset Lease	\$	1,752,091.95
LV #2 Lease	,	\$901,860.33
Total Expense	\$	14,480,351.25
Net Income	\$	178,444.67

For Schools Without Nevada Data

This section is not applicable.

**School Data Worksheet** 

We are including all school test results, along with a summary of our previous financial audit, and the results of our fiscal year 2016 financial audit.

CRT (New MV Skandards), Grade 3						Math	Mathematics	-						Rea	Reading			3	
			E De	Number Number	25 OX 00 00 00 00	8	Above	Perf	% in Each ormance L	% in Each Performance Level		Number of	Mean	8	% A Base	Per	% in Each Performance Level	Each nee Le	lea.
Graup	Year	Grade	En la lled	Tested	Score	Score Proficient Target ED AS MS ES	Target	8	SS	VI The	ES Tested		Score P	Proficient Target		8	ED AS WS		2
American Prep Academy - 18431 2015-2016	2015-2016	8	158	82	24342	6.12	180	24.7	23.4	24.7 23.4 34.8 17.1		158 24	2446.2	62.7	160	16.5	16.5 20.9 36.1 26.6	36.1	26.6
	2016-2017	60	162	5	2440.9	çg	TRD	210	19.7	010 197 39 2 210	10 156		0 1070	60.0	TRD	40.6	10 6 70 7 21 21 21 2	21.4	0 10

CRT (New NV Skandards), Grade o	for Nevada Accountability Portal RT (New NV Skandards), Glade 4	ortal				Math	Mathematics							Reading	Se on	360	28 PO 0		٠
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Graup	Year	Grade		Enigled Tested	Scale	Plaficient Target	Target		S	N S	ED AS MS ES Tested		Scare	Proficient Target ED AS MS	Target	03	S.	SI SI	S3
American Prep Academy - 18431 2015-2016	2015-2016	90	210	503	2472.5	42.1	TBD		19.1 38.8 24.4 17.7	4.4		209 2	2489.4	603	TBD	17.2	17.2 22.5 25.8 34.4	25.8	34.4
	2016,2017	0.4	101	430	24007	2 1/2	400	400 000 000	* 00	,		430	2 2020	602	Ten	0	A 20 0 00 0 00 20	000	7 40

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101 201		2,12 1,15 2,20 28,0 29,0 2,0,0 21,1	150	23.0 29.2	717	717	10.	222.1		82.1 180 11.2 28.7 32.3 24.3	2	787 33	13 243	160 333.7	111.7	0.07	47.8	6.0	47A BS 221 428 21.3	12.8 21.
197	2312.3	40.1 180 26.2 30.8 183 248	180	26.2 30.2	28. 8		5	23.78.9	B4B		13.9	143 38	14 22.2	180 13.9 143 Jhg 23.7 143	427.2	37.3	4/A	344	47A 344 328 227 31	2 7.24

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American Prep Academy - 18431 2015-2016

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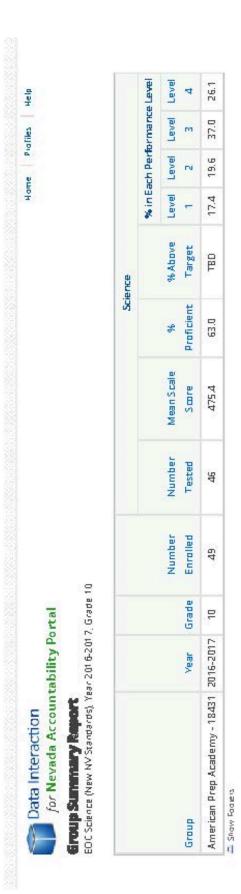
CRT (New NV Standards), Grade 7		Data Interaction for Nevada Accountability Portal for the Manager of Control of Control for the Manager of Control for the Manage				Math	Mathematics						Rec	Reading	2	90× SSII.DA 800 OH		
			E a B	Number Number	Mean No.	8	% Above		% in Each Performance Level	ach oe Lev	el Number	Mean	8	% A Bowe		% in Each Performance Level	% in Each ormance Le	vel
Graup	Year	Grade	En ralled	Tested	Scare	Pidficient	Target	03	SA.	5 %	ES Tesse	d Scare	Grade Enralled Texted Score Profixient Target ED AS MS ES Texted Score Profixient Target ED AS MS	Target	03	AS	N P	SI.
American Prep Academy - 18431 2015-2016	2015-2016	02	20	16	2573.1	61.5	160	19.8	19.8 18.7 27.5 34.1	5.0	4.1 91	2581.4	1.69.1	TBD		11.0 20.9 45.1 23.1	45.1	23.1
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Data Interaction							T O	Hame Pic	Profiles	Help
for Nevada Accountability Portal	ability Por	rtal								
<b>iroup Sunanary Report</b> rade 10 Science (Old NY Standards) Year 2015-2016, Grade 10	, Year 2015-20	រាត្តគា	10							
						Science				
							% in Ea	% in Each Performance Level	HTMBITCE	Level
Group	Year	Grade	Number Enrolled	Number Tested	Grade Number Enrolled Number Tested Mean Scale Score % Proficient	% Proficient	8	AS	MS	ES
American Prep Academy - 18431 2015-2016	2015-2016	11	30	29	283.8	48.3	24.1	27.6	48.3	0.0







EOC(End of Course ELA I					ELA!	1	\$ in Ea	ich Perfo	% in Each Performance Lewel	Lewel
Group	Year	Number Enrolled	Number	Mean Scale Score	% Proficient	% Above Target	Level	Level 2	Level 3	Level 4
American Prep Academy - 18431 2015-2016	2015-2016	104	104	463.1	84.6	TBD	15.4	23.1	46.2	15.4
	2016-2017	12	11	395.5	182	TBN	50	6.0	0.0	- 6

EOC(End of Course )ELA II					□ □	ELA II	i i	ich Perf	% in Each Performance Level	
Group	Vear	Number Enrolled	Number	Mean Scale Score	% Proficient	% Above Target	Level	Level 2	Level	Level 4
American Prep Academy - 18431 2016-2017	2016-2017	27.	7.1	466.6	83.1	TBD	16.9	19.7	47.9	15.5

Data Interaction  for Nevada Accountability Portal  Group Sunmary Report EDC  EDC(End of Course Marth I	tability Po	rtal			Ma	Math I	1	Hame Plaffles	Sall Bridge	프
							%in E	ach Perf	% in Each Performance Level	Lewel
Graup	Year	Number Enrolled	Number	Mean Scale Score	% Proficient	% Above Target	Level 1	Level 2	Level	Level 4
American Prep Academy - 18431 2015-2016	1 2015-2016	153	153	459.8	86.3	TBD	13.7	35.9	43.1	7.2
	2016-2017	109	106	462.4	93.4	TBD	9.9	37.7	45.3	10.4

Home Pidlies Help	Math II	% in Each Performance Level	Number Number Mean Scale % % Above Level L		82 78 4417 564 TBD 435 154 231 179
rability Por			Year	2015-2016	2016-2017
Data Interaction  for Nevada Accountability Portal  Group Summary Report EOC  EOC(End of Course March III			Graup	American Prep Academy - 18431 2015-2016	

Attachment 25 - School Data Worksheet

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			Entity Description Data				
			School/Entity Name (as it appears on	First Fiscal Year of			74
State	State Entity ID School ID	SchoolID	Independent Audit)	Operation Fiscal Year Cash	Fiscal Year		Total Current Assets
NN			American Preparatory Academy - Las Vegas	2014	2015	422,601.00	497,763.00
NN			American Preparatory Academy - Las Vegas	2014	2016	1,519,973.00	2,428,548.00
NN			American Prenaratory Academy - Las Vegas	2014	2017	264017900	2 977 071 92

					Independent	Audit Data		
Non Current			Non Current					Change in Net
Assets	<b>Total Assets</b>	Current Liabilities Liabilities	Liabilities	<b>Total Liabilities</b>	Net Assets	Funding	Expenditures	Assets
152,679.00	650,442.00	343,350.00	304,767.00	648,117.00		2,481,657.00	98,458.00 2,481,657.00 2,380,894.00	100,763.00
21,282,153.00	23,710,701.00	1,226,650.00	1,226,650.00   22,906,312.00   24,132,962.00   677,352.00   9,001,116.00   8,422,222.00	24,132,962.00	677,352.00	9,001,116.00	8,422,222.00	578,894.00
20,039,862.68	23,016,934.60	478,072.84	478,072.84 22,451,722.89 22,929,795.73 121,609.22 9,342,445.13 9,898,188.79	22,929,795.73	121,609.22	9,342,445.13	9,898,188.79	(555,743.66)

					Net Position	
Current	Current Unrestricte Debt to	Debt to	Surplus		(Beginning of	Beginning of Net Position (End
Ratio	Ratio d Days Cash Asset Ratio Margin Cash Flow	Asset Ratio	Margin	Cash Flow	Year)	of Year)
1.45	64.79	1.00	0.04	1.00 0.04 422,601.00 (2,305.00)	(2,305.00)	98,458.00
1.98	65.87	0.98	90.0	0.06 1,097,372.00 98,458.00	98,458.00	677,352.00
667	7640 667		(200)	112020600	00 636 669	1 00 (0 06) 1130 306 00 677353 00 131 608 34



#### STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40 Carson City, Nevada 89706-2575 (775) 687 - 9174 · Fax: (775) 687 - 9113

American Prepartory Academy 8377 West Patrick Ln. Las Vegas NV 89113

Dear Iglody,

Pursuant to NRS 388A.351(2) and NAC 386.410 an annual "Performance audit: Report of compliance" must be conducted by a charter school sponsor for each school it sponsors. For schools sponsored by the State Public Charter School Authority (Authority), the performance audit is a perpetual process resulting in a determination of school compliance, financial sustainability, and academic quality derived from three Performance Frameworks: Academic, Financial and Organizational. The attached file is your schools' Financial Framework Profile.

For schools in operation during FY16, the Financial Framework Profile has been populated using the respective audited financial statements as outlined by NAC 387.775 Annual audits. Please feel free to contact Duffy Chagoya at 775-687-9105. The Authority will issue notice of Concern and Good Standing based on these calculations. In the event you identify a discrepancy in this report, please notify Duffy no later than March 31, 2017 so that we can know your calculations. Notices will be sent out by April 14, 2017.

FY17 audited Financial Statements are required to be submitted to the Authority by November 30, 2017. Timely receipt of these will facilitate delivery of the FY17 Financial Framework Profile to schools in the 3<sup>rd</sup> quarter of FY18.

Sincerely,

Patrick Gavin

cc: Christie Olivieri

Page 1 of 1

Attachment 25 - School Data Worksheet

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#### **Fiscal Report**

#### Observations

American Preparatory Academy's annual independent audit report shows that their financial statements present fairly in all material respects, the respective financial position of the governmental activities, the aggregate remaining fund information, and the respective changes in financial position in conformity with accounting principles generally accepted in the United States of America. The auditor's consideration of internal control over financial reporting did not identify any deficiencies in internal control considered to be material weaknesses.

#### **Near Term Measures**

American Preparatory Academy demonstrates fiscal strength in categories of Current Ratio, Enrollment Forecast Accuracy, and Debt Default. In area of Unrestricted Days of Cash on Hand, there may be cause for concern.

Unrestricted Days of Cash on Hand fell below 60 days, and the one year trend is negative, indicating the school has less than two months of available cash to pay its operating expenses. See Appendix C of the Authority's Performance Framework for the financial profile.

#### **Sustainability Measures**

American Preparatory Academy presents long-term fiscal strength in the area of Cash Flow. American Preparatory Academy presents ongoing concern in areas of Total Margin, Debt to Asset Ratio, and Debt to Service Coverage Ratio. The current year's revenues are exceeded by expenditures and the Aggregated Three Year Total Margin does not meet the negative 10% benchmark demonstrating the school was spending more than it was funded. The Debt to Asset Ratio exceeds the 0.9 measure, signifying the organization owes more than it owns. The Debt to Service Coverage Ratio fell below the 1.10 criterion, alluding to the schools reduced ability to cover its debt obligations. See Appendix C of the Authority's Performance Framework for the financial profile.

#### Is American Preparatory Academy Financially Sound? No

The reason for a 'No' response is based on the failure to meet one of the four near and three of the four long term financial framework standards. The results of the near term and sustainability measures reflect concerns regarding American Preparatory Academy's operation.

American Preparatory Academy

Page 1

Attachment 25 - School Data Worksheet

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Nevada State Public Charter Sc Financial Performance Framework Ca								
School American Preparatory Academy of Las Vegas FY 2016	School Code 18431							
* * * Standards for a school in the first two years of a Near Term	operation are being applied***							
Measure 1 - Current Rat	io							
Purpose: The current ratio depicts the relationship between a school's current assets and current I whether or not a school has enough resources to pay its debts over the next 12 months. It compare								
Data Source: Statement of Net Position								
Current Ratio =         Total Current Assets         =         \$2,428,548.00           Total Current Liabilities         =         \$1,226,650.00	= 1.98							
One-Year Trend = 2016 Current Ratio -2015 Current Ratio = 1.98 - 1.45	= 0.53							
Total Current Assets \$ 2,428,548.00 X Meets Standard:	Must be greater							
Total Current Liabilities \$ 1,226,650.00   Meets Standard:  Current Ratio 1.98   Does Not Meet Standard:	Between 0.9 and 1.1							
One-Year Trend 0.53 Does Not Meet Standard:	No. of the control of							
Falls Far Below Standard:								
Measure 2 - Unrestricted Days of C								
Purpose: The unrestricted days cash-on-hand indicates how many days a school can pay its operation-hand is considered a model practice.	ng expenses without an innow of cash. National standards state ou-120 cash							
Data Source: Statement of Net Position; Statement of Revenues, Expenditures and Changes in Fun	d Balance; Notes to the Financial Statements							
Average Daily Annual Expense - Annual Depreciation \$29,505,619.00								
Expenses = 365 Days 36	5 - 470,231.30							
Unrestricted Days of Unrestricted Cash and Equivalents \$1,519,973.00  Cash-on-Hand = Average Daily Expenses \$78,237.98	= 19.4							
One-Year Trend = 2016 Cash on Hand -2015 Cash on Hand = 19.4 - 70.5	=-51.1							
Annual Expense \$ 29,505,619.00   Meets Standard:	Must have a minimum of 30 days cash. 60 to 120 days cash							
Annual Depreciation \$ 948,757.00	(recommended Maximum)							
Total \$ 28,556,862.00   Meets Standard:  Days 365 X Does Not Meet Standard	: Days of cash between 15 and 29							
Unrestricted Cash and Equivalents \$ 1,519,973.00 Does Not Meet Standard:	Between 30 and 60 and one-year trend is negative							
Average Daily Expenses \$ 78,237.98 Falls Far Below Standard:  Days of Cash-On-Hand 19.4	Less than 15 days of cash							
One-Year Trend -51.1								
Measure 3 - Enrollment Forecast Accuracy								
Purpose: Enrollment Forecast Accuracy  Purpose: Enrollment forecast accuracy tells sponsors whether or not the school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations.								
Data Source: Actual Enrollment = certified validation day numbers; Projected Enrollment = charter	school board-approved budgeted enrollment							
2016 Forecast Actual Enrollment = 1424 / 1339 = 106.3%								
Accuracy = Actual Enrollment = 410 / 377 = 108.8%								
2014 Forecast Actual Enrollment = 0 = 0.0%								
Accuracy = Projected Enrollment ()								
Actual Enrollment 1424 X Meets Standard: Projected Enrollment 1339	Enrollment forecast accuracy must be equal to or exceed 95% for each year of operation							
	year or operation							
Current Year Forecast Accuracy 106.3% Does Not Meet Standard:								
Previous Year Forecast Accuracy 108.8%	recent year							
	recent year							
Previous Year Forecast Accuracy 108.8%	recent year Enrollment forecast accuracy is 95% or greater in the most recent year but does not equal or exceed 95% or greater each of the last three years							
Previous Year Forecast Accuracy 108.8%  2014 Forecast Accuracy 0.0% Does Not Meet Standard:	recent year Enrollment forecast accuracy is 95% or greater in the most recent year but does not equal or exceed 95% or greater each of the last three years Enrollment forecast accuracy is less than 85% in the most recent year							
Previous Year Forecast Accuracy 108.8% 2014 Forecast Accuracy 0.0% Does Not Meet Standard:  Falls Far Below Standard:  Measure 4 - Debt Defau  Aurpose: The debt default indicator addresses whether or not a school is meeting its loan obligation	recent year Enrollment forecast accuracy is 95% or greater in the most recent year but does not equal or exceed 95% or greater each of the last three years Enrollment forecast accuracy is less than 85% in the most recent year  It Is and/or is delinquent with its debt service payments. Notes from the							
Previous Year Forecast Accuracy 108.8% 2014 Forecast Accuracy 0.0% Does Not Meet Standard:  Falls Far Below Standard:  Measure 4 - Debt Defau  Purpose: The debt default indicator addresses whether or not a school is meeting its loan obligation undited financial statements are used as the source of data. In most coses this will not be applicable.	recent year Enrollment forecast accuracy is 95% or greater in the most recent year but does not equal or exceed 95% or greater each of the last three years Enrollment forecast accuracy is less than 85% in the most recent year  It Is and/or is delinquent with its debt service payments. Notes from the							
Previous Year Forecast Accuracy 108.8% 2014 Forecast Accuracy 0.0% Does Not Meet Standard:  Falls Far Below Standard:  Measure 4 - Debt Defau  Turpose: The debt default indicator addresses whether or not a school is meeting its loan obligation undited financial statements are used as the source of data. In most coses this will not be applicable parts of the Financial Statements are used as the source of data. In most coses this will not be applicable parts of the Financial Statements are used as the source of data. In most coses this will not be applicable parts on the Financial Statements are used as the source of data. In most coses this will not be applicable parts on the financial Statements.	recent year Enrollment forecast accuracy is 95% or greater in the most recent year but does not equal or exceed 95% or greater each of the last three years Enrollment forecast accuracy is less than 85% in the most recent year  It us and/or is delinquent with its debt service payments. Notes from the lefor charter schools that do not have outstanding loan.							
Previous Year Forecast Accuracy 108.8% 2014 Forecast Accuracy 0.0% Does Not Meet Standard:  Falls Far Below Standard:  Measure 4 - Debt Defau  Purpose: The debt default indicator addresses whether or not a school is meeting its loan obligation audited financial statements are used as the source of data. In most coses this will not be applicabed Data Source: Notes to the Financial Statements  Sponsors may consider a school in default only when the charter school is not making payments on covenants.  Does the school have a loan?  Yes X Meets Standard:	recent year Enrollment forecast accuracy is 95% or greater in the most recent year but does not equal or exceed 95% or greater each of the last three years Enrollment forecast accuracy is less than 85% in the most recent year  It Is and/or is delinquent with its debt service payments. Notes from the le for charter schools that do not have outstanding loan.  its debt, or when it is out of compliance with other requirements in its debt School is not in default of loan covenant(s) and is not delinquent with							
Previous Year Forecast Accuracy 108.8% 2014 Forecast Accuracy 0.0% Does Not Meet Standard:  Falls Far Below Standard:  Measure 4 - Debt Defau  Purpose: The debt default indicator addresses whether or not a school is meeting its loan obligation audited financial statements are used as the source of data. In most cases this will not be applicabed Data Source: Notes to the Financial Statements  Sponsors may consider a school in default only when the charter school is not making payments on covenants.	recent year Enrollment forecast accuracy is 95% or greater in the most recent year but does not equal or exceed 95% or greater each of the last three years Enrollment forecast accuracy is less than 85% in the most recent year  It  Is and/or is delinquent with its debt service payments. Notes from the lefor charter schools that do not have outstanding loan.  Its debt, or when it is out of compliance with other requirements in its debt  School is not in default of loan covenant(s) and is not delinquent with debt service payments							

	Novada	State Public Cl	hartor Sch	ool Authority		
				culations Workb	ook	
School American Pre	paratory Academy of Las Vegas	FY	2016	School Code		18431
	***Standards for a sc			eration are being ap	plied***	
		100000000000000000000000000000000000000	nability Total Margin			
	asures the deficit or surplus a school yiel ent looks at the most recent 3 years.				ot the school is ope	rating within its available
	of Revenues, Expenditures and Changes in	n Fund Balance				
	Total Expenditures - Total Revenues		505,619.00 - \$	9,001,116.00		
2016 Total Margin = -	Total Revenues		\$9,001,11		- = -227.8%	
2015 Total Margin = -	Total Expenditures - Total Revenues Total Revenues	= \$2,2	\$2,481,65		• = 10.4%	
2014 Total Margin =	Total Expenditures - Total Revenues		\$0.00 - \$0			
	Total Revenues		\$0.00			
Aggregated Total	3 Years Total Expenditures - 3 Years Tota Revenues	(\$29,505,619	9 + \$2,222,790 \$2,481,657	(+ \$0) - (\$9,001,116 +	= -176.3%	
Margin =	3 Years Total Revenues	(\$9,	001,116 + \$2,4		= -176.376	
2016 Total	Revenue \$ 9,001,116.	00 Meets Standa		Current total margin	must be positive	T T
2016 Total Ex			200			
Cur	Net Surplus \$ (20,504,503. rrent Year Total Margin -227.		ira:			
	us Year Current Margin 10.	4%				
	2014 Total Margin Three-Year Net Surplus \$ (20,245,636.		et Standard:	Current total margin	is less than or equa	to zero but greater than -10%
	Three-Year Revenues \$ 11,482,773.		w Standard:	Current year total m	argin is less than -1	0%
A	ggregated Total Margin -176.					700
		Measure 2 - De	bt to Asset Ra	rtio		
borrowed funds to finance	f Net Position	eater than 1.0 is a ger o less than 0.9 indica	nerally accepte tes a financial	ed indicator of potentia	al long-term financi	al issues, as the organization
Debt to Asset Ratio =	Total Liabilities* Total Assets		4,637.00 0,701.00	- = 0.98		
# DEDC nancion liability is		\$25,71	5,701.00			
* PERS pension liability is o	excluded from Total Liabilities	01	. 1.	l- l +b 0 0		
Total Lia				Is less than 0.9 Is between 0.9 and 1	.0	
		.98 Falls Far Belo		Is greater than 1.0	777	
		Measure 3	3 -Cash Flow			
Purpose: The cash flow me measurement looks at the	easure indicates a school's change in cas e most recent 3 years.	h balance from one p	period to anot	her. This measure inclu	des restricted and	unrestricted funds. The
Data Source: Statement of	of Net Position					
2016 Cash Flow =	2016 Total Cash - 2015 Total Cash	= \$1,	,519,973.00 - \$	6422,601.00	= \$1,097,372.00	
2015 Cash Flow =	2015 Total Cash - 2014 Total Cash		\$422,601.00	- \$0.00	- \$422,601.00	
2014 Cash Flow =	2014 Total Cash - 2013 Total Cash		\$0.00 - \$0	0.00	= \$0.00	
Multi-Year Cash Flow =	2016 Total Cash - 2014 Total Cash	-	\$1,519,973.0	0 - \$0.00	= \$1,097,372.00	
2016 (	Cash \$ 1,519,973.	00 X Meets Standa	ard:	Must have positive o	umulative cash flo	w and the most recent year is
2015 (	Cash \$ 422,601.	00		positive		
2014 (	Cash \$ - Current Year Cash Flow \$ 1,097,372.	Meets Standa	ırd:			
			et Standard:	Cumulative cash flow	is positive, but the	current year trend is negative
	2014 Cash Flow \$	00 0 5 11 5 5 5		6 - Lt 12	to an and	
1.5	Multi-Year Cash Flow \$ 1,097,372.	oo Fails Far Belo	w Standard:	Cumulative cash flow	is negative	

Attachment 25 - School Data Worksheet

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		Nevada St	tate Public C	harter Sch	ool Authority	
	Fi	nancial Perfor	mance Fram	ework Ca	culations Workb	ook
School American Prepa	ratory Academy of	Las Vegas	FY	2016	School Code	18431
	***Sta				peration are being ap	plied***
		M	easure 4 -Debt S	ervice Covera	ge Ratio	
Depreciation expense is adde the net income because it is Data Source: Statement of R Debt Service Net Ir	ed back to the net inc one of the expenses a	ome because it is a un entity is trying to es and Changes in Fu Expense + Interest	non-cash transac pay, which is wh und Balance; Not =\$20,504,50	tion and does y it is included tes to the Fina	not actually cost the sel in the denominator.  ncial Statements  57.00 + \$1,279,791.00	n its debt based on the current year's net income. chool money. The interest expense is added back to
Net Incon Depreciation E Interest Exp Annual Prin Interest Payn	ne xpense ense Total	\$ (20,504,503.00) \$ 948,757.00 \$ 1,279,791.00	Meets Stand X Does Not Me	ard:	Is equal to or exceed	s 1.10
Debt S	ervice Current Ratio	-11.88				

Attachment 25 - School Data Worksheet

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#### American Preparatory Academy of Las Vegas

School Code: 18431

	2016		2015		2014		2013	
	Audited F/S	FY15-FY16	Audited F/S	FY14-FY15	Audited F/S	FY13-FY14	Audited F/S	3-Year
<b>Scoresheet Factors</b>	6/30/2016	Change	6/30/2015	Change	6/30/2014	Change	6/30/2013	Cumulative
Cash	1,519,973	260%	422,601	N/A	-	N/A	160	
Total Current Assets	2,428,548	388%	497,763	N/A		N/A		
Non Current Assets	21,282,153	13839%	152,679	N/A		N/A		
Total Assets	23,710,701	3545%	650,442	N/A		N/A	~	
Current Liabilities	1,226,650	257%	343,350	N/A	¥1	N/A		
Non Current Liabilities	21,947,987	7102%	304,767	N/A		N/A	-	
Total Liabilities	23,174,637	3476%	648,117	N/A		N/A		
Net Assets	536,064	22957%	2,325	N/A		N/A	3	
				-				
Revenues	9,001,116	263%	2,481,657	N/A		N/A	-	11,482,773
Expenditures	29,505,619	1227%	2,222,790	N/A		N/A		31,728,409
Change in Net Assets	(20,504,503)	-8021%	258,867	N/A		N/A		(20,245,636)
Depreciation Expense	948,757	2533%	36,037	N/A		N/A	v	
Annual Principal	258,944	571%	38,615	N/A		N/A	-	
Interest Expense	1,279,791	8101%	15,606	N/A		N/A		
Outstanding Loan?	Yes		Yes		N/A		N/A	
Debt Default?	No		No		N/A		N/A	
Actual Enrollment	1,424	247%	410	N/A	-	N/A	-	
Projected Enrollment	1,339	255%	377	N/A		N/A		
Year of Operation	2		1		9		9	

Attachment 25 - School Data Worksheet

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## Attachment 26

**Insurance** 



April 13, 2018

Re: Anticipated Insurance Coverages with K-6 Expansion

To Whom It May Concern,

Pursuant to a request to address the insurance needs of American Preparatory Academy (APA) with the planned K-6 expansion, Distinctive Insurance (DI) and APA are happy to share our plans to address the potential risks and appropriate insurance coverages for this new campus.

It is important to note that APA and DI are constantly analyzing different risks that may affect the school, its teachers and students and address them as they arise. Currently, the APA insurance program meets, and in many cases exceeds, the insurance requirements set forth in NAC 386.215.

The *types of coverages* that will be secured for the new expansion will likely not change much since the scope of school's operations will not be changing. However, the increase in student count and the addition of a new campus call for a reassessment of adequate *levels of insurance*. After careful consideration and discussion with APA, we have a plan to incorporate the proper insurance policies, coverages and limits which we feel are more than adequate given the schools. size, scope of operations and other risk factors. We have also taken into account what similar organizations have done to address these risks in the Nevada market as well as surrounding states. These coverages and limits are outlines in the enclosed "Exbibit A" for your review.

Should you have any questions regarding above or the enclosed exhibit, please don't hesitate to reach out.

Sincerely,	
Vance Jolley Principal	
Enclosed: Exhibit A	

8375 West Flamingo Rd - Ste 102 - Las Vegas - NV - 89147- P 702.396.4844 - F 702.396.4832

#### Exhibit A: ANTICIPATED COVERAGES WITH K-6 EXPANSION

Current vs. Post Expansion

American Preparatory Academy 8377 W. Patrick Lane Las Vegas, NV 89118

Coverages:	Current	w/ Expansion	Notes
Student Count	1559	2200	Estimate only
General Liability Per Occurrence	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
General Liability Aggregate	\$5,000,000	\$8,000,000	
Products/Completed Operations Aggregate	\$5,000,000	\$8,000,000	
Personal and Advertising Injury	\$4,000,000	\$6,000,000	
Abuse or Molestation Per Occurrence	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
Abuse or Molestation Aggregate	\$6,000,000	\$8,000,000	
Abuse or Molestation Deductible	\$0	\$0	
Employee Benefits Liability Per Occurrence	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
Employee Benefits Liability Aggregate	\$6,000,000	\$8,000,000	
Hired/Nonowned Auto Liability	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
Physical Damage	\$75,000	\$75,000	
Business Income	\$1.805.000	\$2,500,000	
Employee Dishonesty/Crime	No Coverage	\$1,000,000	
imited Cyber/Data Compromise	\$50,000	\$100,000	
Educators Legal Liability Per Occurrence	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
		\$8,000,000	includes ombreila/Excess Limits
Educators Legal Liability Aggregate	\$6,000,000		
Educators Legal Liability Deductible	\$5,000	\$5,000	
Non Monetary Defense Occurrence/Aggregate	?	\$100,000/\$100,000	
Directors & Officers Liability Per Occurrence	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
Directors & Officers Liability Aggregate	\$5,000,000	\$8,000,000	
Directors & Officers Liability Deductible	\$5,000	\$5,000	
Employment Practices Liability Per Occurrence	\$4,000,000	\$6,000,000	Includes Umbrella/Excess Limits
Employment Practices Liability Aggregate	\$5,000,000	\$8,000,000	
mployment Practices Liability Deductible	\$5,000	\$5,000	
Vorkers Compensation	\$3,000,000	\$6,000,000	
Excess/Umbrella Liability	\$3,000,000	\$5,000,000	
Excess/Umbrella Retention	\$0	\$0	

## Attachment 27

**Letter from SPCSA** 

#### STATE OF NEVADA

**BRIAN SANDOVAL** Governor

PATRICK GAVIN **Executive Director** 



#### STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40 Carson City, Nevada 89706-2543 (775) 687 - 9174 · Fax: (775) 687 - 9113

Via Electronic Mail and Certified Mail--Return Receipt Requested

February 26, 2018

Christie Olivieri School Principal & Finance Manager American Preparatory Academy 8377 West Patrick Lane Las Vegas, NV 89113

Re: 2016-2017 Nevada Star Ratings Dear Ms. Olivieri:

The State Public Charter School Authority (SPCSA) would like to offer our congratulations on your school's achievement outcomes in the 2016-2017 school year. Both the Authority Board and staff are thrilled that the Nevada Department of Education determined that your school achieved a rating of 4 stars under the elementary Nevada State Performance Framework (NSPF) and 5 stars under the middle school NSPF. This is a testament to the hard work of both your team as well as your governing body.

We also want to make sure you are aware of upcoming changes that you should keep in mind as governing body members and school and network leaders. As you know, this is the first year of the revised NSPF for elementary and middle schools. The Department of Education is also in the process of revising the high school performance framework pursuant to recent changes in state and federal law and will issue the first new high school ratings since 2013-14 in the fall of 2018.

A primary goal of the SPCSA's strategic plan is to maintain an unwavering commitment to high quality schools. The Authority Board and staff are very pleased to count your school as a leading performer in Nevada, and look forward to seeing that this year's excellent results are sustained and enhanced during 2018 and beyond.

Sincerely,

Patrick J. Gavin Executive Director

PJGJDG/to

cc: Lee Iglody, Governing Body Chair

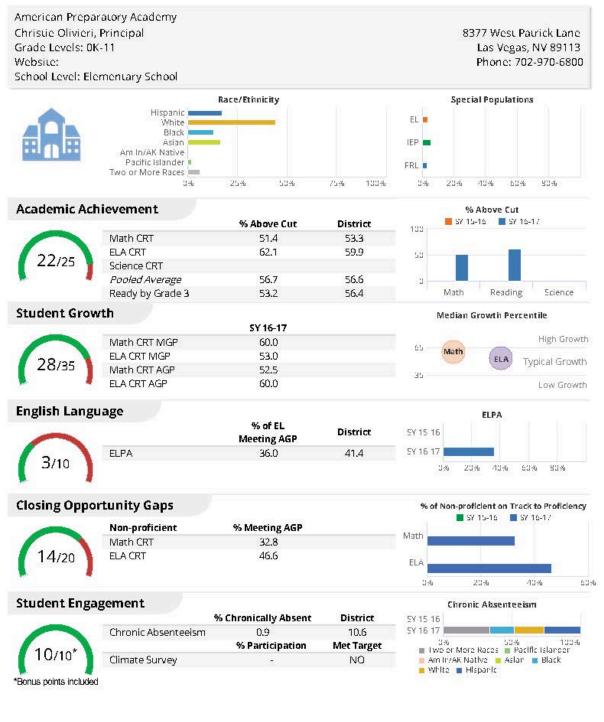
Page 2 of 2

## Attachment 28

**Nevada State Report Card** 

#### School Year 2016-2017 Nevada School Rating for American Preparatory Academy





	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native		28.2	27.2	181	35.8	36.3
Asian	64.2	69.6	65.4	77.5	73.2	72.8
Black/African American	40.9	32.3	25	43.9	42.7	36.4
Hispanic/Latino	34.4	41.1	33.1	50	49.3	42.6
Pacific Islander		53.9	42.7	0 <del>0</del> 00	58.2	53.3
Two or More Races	58	58.4	50.4	67.7	66.4	60.6
White/Caucasian	55.6	59.7	54.9	65.6	65.2	63.9
Special Education	27.7	30.8	20.9	23.5	33.3	22.4
English Learners Current + Former	52.5	42.4	28.8	62.2	44.6	35.1
English Learners Current	19	27.8		28.5	26.5	
Economically Disadvantaged	25	34.7	32.4	35	42.9	41

	Percent Above the Cut	
	ELA	District
American Indian/Alaska Native	-	26.6
Asian	71.4	68.6
Black/African American	56	40.2
Hispanic/Latino	39.2	47
Pacific Islander		48.8
Two or More Races	60	58.2
White/Caucasian	49.2	62.4
Special Education		36.3
English Learners Current + Former	53.4	42.2
English Learners Current	1.91	23.1
Economically Disadvantaged	843	37.5

Student Growth					
	Student Growth Percentile				
	Math MGP	ELA MGP	Math AGP	ELA AGF	
American Indian/Alaska Native	72	27	2/	727	
Asian	55	57	53.6	71	
Black/African American	54.5	32.5	37.5	35	
Hispanic/Latino	60	45	47.4	50.8	
Pacific Islander	7.2	2	2	-	
Two or More Races	71.5	55.5	65	55	
White/Caucasian	64	55	57.8	67.7	
Special Education	42	30	33.3	25	
English Learners Current + Former	60	53	54.4	61.1	
English Learners Current	50	50	15.3	38.4	
Economically Disadvantaged	49	54	20	46.6	

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native		
Asian	21.7	52.9
Black/African American	25	36.8
Hispanic/Latino	33.3	36.3
Pacific Islander	*	. (#)
Two or More Races	54.5	74
White/Caucasian	38.4	51.4
Special Education	Sile Control	0.5
English Learners Current + Former	23	38.8
English Learners Current	22.7	37.5
Economically Disadvantaged	36.8	35

Chronic Absenteeism		
	% Chronically Absent	District
American Indian/Alaska Native		18.2
Asian	0	4.9
Black/African American	0.9	19.8
Hispanic/Latino	1.3	13.4
Pacific Islander	0	11.5
Two or More Races	1.7	9,6
White/Caucasian	1.1	8.4
Special Education	5.8	13.4
English Learners Current + Former	N/A	N/A
English Learners Current	0	15.1
Economically Disadvantaged	5.5	18.5

#### What does my school rating mean?

**4 Star school**: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

#### What do the performance indicators mean?

#### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

#### **English Language Proficiency**

English Language Proficiency is a measure of English
Learners achieving English Language proficiency on the
State English Language Proficiency assessment, WIDA. The
NSPF includes Adequate Growth Percentiles to determine if
English Language Learners are meeting the goal toward
English Language proficiency. Students meeting their
growth targets should be on track to become English
proficient and exit English language status in five years.

#### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

#### **Climate Survey**

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

#### Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

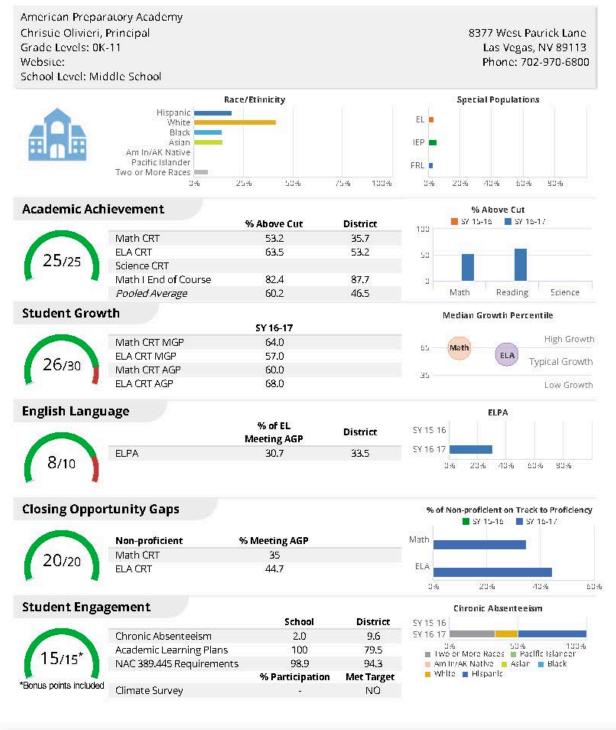
#### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
****	at or above 84
***	at or above 67, below 84
***	at or above 50, below 67
**	at or above 27, below 50
*	below 27

#### School Year 2016-2017 Nevada School Rating for American Preparatory Academy





	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native	*	28.5	20.6	100	57.1	37.3
Asian	75.4	63.5	54.1	83	73.8	73.3
Black/African American	42	16.8	15.2	48	33.7	31.1
Hispanic/Latino	40	24.5	21.6	52.8	43.4	39.2
Pacific Islander	#	35.4	30.1	+ 1	57.8	48.1
Two or More Races	70.3	39.4	34.2	70.4	55.9	57.1
White/Caucasian	52.3	42.2	41.4	65.7	60.1	62.7
Special Education	29.4	11.5	9.8	52.9	17.3	13.5
English Learners Current + Former	49.4	26.8	11.6	59.6	36.7	16.1
English Learners Current	20	11.8		26.6	18.2	
Economically Disadvantaged	727	21.8	21.5	-	39.7	38.3

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	76.5	66.5	82.6	84.6
Black/African American	56	48	42.5	51
Hispanic/Latino	61	56.5	48.4	59
Pacific Islander	-	5	-	-
Two or More Races	63	38.5	73	65.3
White/Caucasian	63.5	57.5	59.8	71.8
Special Education	27	45	26.6	53.3
English Learners Current + Former	65	58	53.6	67
English Learners Current	44	40.5	14.2	28.5
Economically Disadvantaged	843	2	2	040

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	5	
Asian	53.3	54.5
Black/African American	25	29.4
Hispanic/Latino	31.7	48.2
Pacific Islander		-
Two or More Races	25	970
White/Caucasian	40	52.1
Special Education	20	342
English Learners Current + Former	19.2	33.3
English Learners Current	19	22.2
Economically Disadvantaged	28.5	42.8

Chronic Absenteeism		
	% Chronically Absent	District
American Indian/Alaska Native		12
Asian	0	3.9
Black/African American	0	13.8
Hispanic/Latino	5.2	11.2
Pacific Islander	•	12.3
Two or More Races	3.5	12.4
White/Caucasian	1.8	7.8
Special Education	4.1	16.2
English Learners Current + Former	N/A	N/A
English Learners Current	0	13.9
Economically Disadvantaged	10	13.6

#### What does my school rating mean?

**5 Star school**: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

#### What do the performance indicators mean?

#### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

#### **English Language Proficiency**

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

#### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

#### **Climate Survey**

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

#### Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

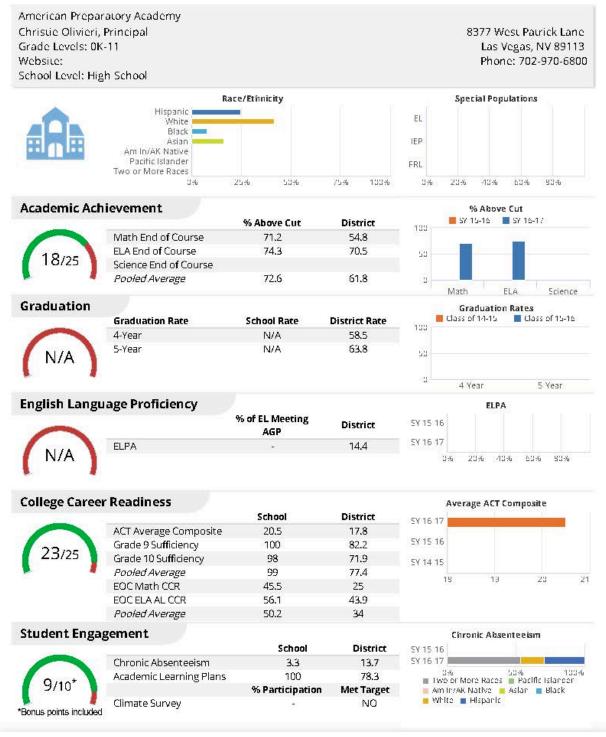
#### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

# Star Rating Index Score at or above 80 at or above 70, below 80 at or above 50, below 70 at or above 29, below 50 below 29

### School Year 2016-2017 Nevada School Rating for American Preparatory Academy





Student EOC Proficiency								
				Percent Abov	e the	Cut		
	Math I	2017 Math I MIP	Math II	2017 Math II MIP	ELA I	2017 ELA I MIP	ELA II	2017 ELA II MIP
American Indian/Alaska Native	4	70.5	-	29.3	~	70.8	¥	72
Asian	40	87.5	75	59.3	2	84.2	83.3	84
Black/African American	73	63.5		19.6	-	51.4	-	47.8
Hispanic/Latino	84.6	71.2	43.7	28.4	- 5	64.9	95.2	64.9
Pacific Islander	4	79	-	35.4	¥	66.9	¥	67.6
Two or More Races	55	79.5	25	41.6	2	75.1	2	75.2
White/Caucasian	100	82	63.6	46.2	-	78.6	80	78.3
Special Education	₹8	56.2	-56	13.4	- 5	36.1		36.7
English Learners Current + Former	4.7	61.5	*	13.2	¥	40.1	×	32.9
English Learners Current	78		5%		-		15	
Economically Disadvantaged	77	69.3	-	27.3		62.7	-7	60.8

Graduation Measures	4y Graduation Rate	District	4y Graduation MIP	5y Graduation Rate	District	5y Graduation MIP
American Indian/Alaska Native	N/A	-	64.7	N/A	-	57.1
Asian	N/A	82	87.9	N/A	86.6	86.4
Black/African American	N/A	47.8	56.5	N/A	56.9	59.4
Hispanic/Latino	N/A	61	69.7	N/A	59.4	67.1
Pacific Islander	N/A	46.1	75.9	N/A	53.8	77.8
Two or More Races	N/A	49.2	76.8	N/A	51.7	79.2
White/Caucasian	N/A	59.3	79.9	N/A	65.4	80.1
Special Education	N/A	28.3	29.3	N/A	35.5	33.8
English Learners Current + Former	N/A	30.7	42.6	N/A	50	37.4
Economically Disadvantaged	N/A	50	66.7	N/A	53.3	68.3

	~ ~	P
	Composite Score	District
American Indian/Alaska Native	\$45	15.3
Asian	P29	20.8
3lack/African American	5 <del>7</del> 3	15.6
Hispanic/Latino	080	16.5
Pacific Islander	12%	16.9
Two or More Races	P26	17.9
White/Caucasian	21.4	18.6
Special Education	E60	14
English Learners Current + Former	N/A	N/A
English Learners Current	7727	14
Economically Disadvantaged	-	16.4

	Percent CCR Achievement Level							
	Math I	Math I District	Math II	Math II District	ELA I	<b>ELA I District</b>	ELA II	ELA II District
American Indian/Alaska Native		15	-	15	-	15.3	100	13.3
Asian	12	41.9	50	40.4	20	57.8	75	67.5
Black/African American	42	19.7	2	7.8	27	23.6	_	23.6
Hispanic/Latino	38.4	24.6	31.2	16.6	- 59	37.7	71.4	43.6
Pacific Islander		27.7	+	15.1	-	44.4	1000	48
Two or More Races	12	29.4	20	22.2	28	42.5	32433	44.8
White/Caucasian	53.8	32	54.5	23.2	27	46.7	60	44.2
Special Education	67	11.2	-	4.3	59	7.2	950	11.2
English Learners Current + Former		20	33.3	17.4	-	6.6	56.2	33.3
English Learners Current	100	18	2	10	26	8	3248	22.2
Economically Disadvantaged	72	23.4	2	14	27	33.7	727	36.2

% Chronically Absent - 0 0 5.4	District 20 6.6 15.9 16.7
0 5.4	6.6 15.9 16.7
0 5.4	15.9 16.7
5.4	16.7
	01-731
<u>~</u>	20.1
10	13
3.3	12.1
÷	17.3
N/A	N/A
	9
	19.5
	555.02

#### What does my school rating mean?

High schools will earn an index score and no star rating based on 2016-2017 school performance. All Nevada schools will receive a star rating in September of 2018.

#### What do the performance indicators mean?

#### Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

#### **English Language Proficiency**

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

#### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

#### **Climate Survey**

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

#### Graduation

The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort grauation rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required state school accountability reporting date of September 15<sup>th</sup>, the cohort rates used for this indicator lags one yaear behind the other accountability indicators in the school rating system.

#### **College and Career Readiness**

The college and career readiness indicator is made up of three measures: Average ACT Composite Score, Ninth and Tenth Grade Credit Sufficiency, and percent of students achieving college and career readiness status (Level 3 or 4) on the Math, ELA or Science End-of-Course assessments.

#### Star Rating

**Index Score** 

TBD

## Attachment 29

**Bylaws** 

#### BYLAWS FOR

#### American Preparatory Academy - Las Vegas

- General Provisions.
- 1.1 Name. The name of the School is American Preparatory Academy Las Vegas (the "School").
- 1.2 Legal Status. This School is a charter school formed pursuant to Nevada Revised Statutes, as amended ("NRS"), Sections 386.500 to 386.610, inclusive, and Nevada Administrative Code, as amended ("NAC"), Sections 386.010 to 386.415, inclusive, sponsored by the State Public Charter School Authority of Nevada (the "SPCSA"). The Governing Board is an independent body under the authorization of the SPCSA. The Board of Directors of the School (the "Board of Directors") shall direct and plan all of the School's operations as set forth herein.
- 1.3 Location. The principal office of the School shall be located at the facility (the "Facility") as set forth in the written charter granted by the SPCSA pursuant to NRS Section 386.527 (the "Charter"), which charter may be amended from time to time. The Board of Directors will file all necessary notifications regarding a change in the location of the Facility with the SPCSA and the Department of Education of the State of Nevada (the "Department of Education"), as required under NAC Section 386.210.
- 2. Purpose. The purpose for which the School is organized is to operate a charter school in Nevada for full-time at-risk students (as defined in NRS Section 386.500) who have needs that may not be easily met in a traditional school or classroom setting. The mission of the School is to provide: (i) an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements; (ii) each student an opportunity to greatly increase the achievement of his/her individual potential, with concrete plans for his/her educational achievement; and (iii) to provide a flexible, innovative, and closely supervised learning program with instruction, supervision and support from highly qualified teachers.
- 3. Authority. The School may engage in all activities that may lawfully be carried out by a charter school under NRS Sections 386.500 to 386.610, inclusive, and NAC Sections 386.010 to 386.415, inclusive, and all other federal and state, statutes, laws (including common law), ordinances, rules or regulations ("Laws") applicable to the operations of the School.
- 4. Non-Discrimination. The School will not engage in any policy or practice that could deprive any individual of a right or privilege because of race, gender, religion, ethnicity, age, disability, sexual orientation or other federal or State of Nevada protected class. The School shall be open to all students in the State of Nevada on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity, national origin, disability or sexual orientation. The School shall conduct all of its activities in accordance with all Laws relating to anti-discrimination and applicable to the operations of the School.

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## Board of Directors.

- 5.1 Formation. The initial Board of Directors shall be formed after the approval and grant of the Charter by the SPCSA and shall consist of the members of the Committee to Form the School (the "Committee"). Former members of the Committee who are prohibited from being members of the Board of Directors under NRS Section 386.549 and NAC Section 386.345 or other applicable Nevada statute or regulation shall resign from the Board of Directors at its first meeting. The remaining members of the Board of Directors shall fill all vacancies created by such resignations or these Bylaws at the first meeting.
- 5.2 Composition of the Board of Directors. The Board of Directors shall consist of five individuals, each of whom shall be elected at the annual meeting of the Board of Directors. Each director shall serve three-year terms except as provided below in this Section. The directors may serve no more than three consecutive terms. Five members of the Committee, as listed in the application of the School and as approved by the SPCSA, shall be appointed to initial terms as follows: two individuals shall serve two-year terms, and three individuals shall serve three-year terms. This initial term shall be counted in arriving at the term limit for a director.
- (a) Requirements of Directors. The members of the Board of Directors shall be comprised of the following: (i) At least one member who is a teacher or other person licensed pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; (ii) One member who: (1) Satisfies the qualifications of paragraph (i), or (2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing; (iii) One parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school; (iv) Two members who possess knowledge and experience in one or more of the following areas: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources. At all times, the Board of Directors shall comply with the requirements set forth in NRS 386.549 governing membership and qualification of a Nevada charter school governing body.
- (b) (i) the Board of Directors shall not include less than two Nevada licensed teachers (or as defined in NRS Section 386.549(5)), each having no less than two years of experience as an employed teacher, or other stipulations or whatever stipulations as required by Nevada law, and (ii) no less than three of the five directors shall be residents of Clark County, Nevada.

Prohibited Directors. Notwithstanding the above, (i) the Board of Directors shall not include more than two individuals who represent the same organization, business or otherwise represent the interests of the same business or organization; (ii) a director shall not be an employee of the Board of Directors or the School, including, without limitation, an administrator or teacher; (iii) a director shall not be a contractor of the Board of Directors or the School; (iv) if a director serves as a director or as a representative of a nonprofit organization or business, no other director shall serve as a representative of such organization or business or represent the interests of such organization or business; (v) according to NAC 386.345(2)(b) - a person who is related by blood or marriage to an employee of the governing body or charter school; (vi) a person who is

related by blood or marriage to another member of the governing body; and (vii)(v) the Board of Directors shall not include any two related members (by birth or marriage) at any time; and (v) the Board of Directors shall not consider any director nomination from any contractor of the school, especially any educational management organization.

- (c) Additional Requirements. All directors serving shall:
- (i) be devoted to the purpose and mission of the School, shall represent the interests of the community, will possess the skills necessary to address the financial and operational matters affecting the School;
  - (ii) be fingerprinted in accordance with NRS Section 386.588;
- (iii) shall submit an affidavit indicating that he or she has not been convicted of a felony relating to any offense involving moral turpitude and that he or she has read and understands the material concerning the roles and responsibilities of members of a governing body of a charter school and all other material designed to assist the governing bodies of charter schools if such material is provided to him or her by the Department of Education in accordance with NRS Section 386.549; and
- (iv) shall submit a resume to the Chairperson of the Board of Directors (the "Chairperson") and all other information and documents as required from time to time under applicable Laws relating to the operations of the School.
- (v) The Board of Directors shall, during each calendar quarter, hold at least one regularly scheduled public meeting in the county in which the charter school is located. Upon an affirmative vote of a majority of the membership of the Board of Directors, each member is entitled to receive a salary of not more than \$80 for attendance at each meeting, as fixed by the Board of Directors, not to exceed payment for more than one meeting per month.

## 5.3 Election and Tenure of Directors

- (a) Election of Directors. The directors will be elected by a majority vote of those directors voting and in office at the annual meeting of the Board of Directors in May notwithstanding the Board of Directors' authority to fill a vacancy for an unexpired term. Any director may submit the name of a prospective director to the Board of Directors by nomination; provided that the individual so nominated must indicate his or her acceptance and willingness to serve by submitting to the Board or Directors, a letter of interest and a resume setting forth his or her education and employment experience. The Board of Directors may not discriminate against potential directors on the basis of race, gender, religion, ethnicity, national origin, age, sexual orientation, marital status or non-disqualifying handicap or mental condition. The Board of Directors shall endeavor to recruit members who represent the diversity of the community the school serves. The identification of new members is a responsibility primarily of existing members; it is improper for employees of the charter school, the school administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body.
- (b) Notification. The School shall notify the SPCSA within ten business days of the selection of a new director or of any change to the members of the Board of

Directors and must provide the SPCSA with a new director's affidavit in accordance with NRS Section 386.549(1)(b). Additionally, within five business days after the initial directors are selected or any other director is elected, the Board of Directors shall submit to the Department of Education: (i) the name and address of each director; (ii) the resume of each director; (iii) the state of residence of each director; (iv) if a member serves as teacher on the Board of Directors, a photocopy of the license to teach; and (v) an affidavit as set forth in clause (iii) of Section 4.2.

- (c) Training. Newly elected directors shall be given an orientation by the Board of Directors prior to such directors attending their first meeting of the Board of Directors. All directors shall be provided general training with respect to their duties as a director, compliance with applicable Laws relating to the operations of a Charter School and other matters.
- 5.4 Removal of Directors. Any director may be removed with or without cause by a majority vote of the disinterested directors then in office. No director will be removed from office unless (i) the notice of the meeting at which removal is to be considered states such purpose and (ii) the director whose removal is sought has an opportunity to be heard at such meeting.
- 5.5 Resignation of Directors. Any director may resign by delivering his or her written resignation to the Chairperson at any time. Such resignation will be effective upon receipt (unless specified to be effective at some other time) and acceptance thereof will not be necessary to make it effective. Any director who verbally resigns at any meeting or to the Chairperson will be deemed to have submitted a written resignation if such director fails to submit a written resignation within 15 days following said verbal resignation. The Secretary of the Board of Directors (the "Secretary") will send such written confirmation promptly following any such verbal resignation and shall also notify the Department of Education.
- 5.6 Vacancy(ies) on the Board of Directors. Any vacancy on the Board of Directors created by a resignation, death or other incapacity of a director or any removal will be filled by majority vote of the directors remaining in office. A new director so elected will hold office only for the unexpired term created by the vacancy but will be eligible for a subsequent full-term appointment. The months of service of the director filling the unexpired term will not be counted toward the term limit of the director should he or she be elected to a subsequent full term(s). The directors will act immediately to fill any vacancy and take no other action until any vacancy is filled in accordance with the requirements of sections 5.2 and NRS 386.549.

## 5.7 Board Meetings.

(a) Open Meeting Law. Meetings of the Board of Directors shall be subject to the requirements of the open meeting laws as set forth in Chapter 241 of the NRS (the "Open Meeting Law") and the provisions of this Section 5.7, and all notices and postings relating to the meetings of the Board of Directors and any meetings of Committees (as defined in Section 4.9) shall be given in accordance with the requirements set forth in the Open Meeting Law and the provisions of this Section 5.7.

- (b) Annual Meetings. The Board of Directors will hold an annual meeting in May of each year for the purpose of electing directors and officers and for the transaction of such business as may properly come before such meeting. Written notice stating the place, day and hour of each meeting shall be given to each director by facsimile transmission or first class mail at least three business days prior to the date fixed for the annual meeting or the quarterly meeting. Notice of the meeting must also be provided in accordance with the Open Meeting Law.
- (c) Regular Meetings and Special Meetings. The Board of Directors shall establish a regular day and place for regular meetings that shall occur at least once a calendar quarter, and such regularly scheduled meetings shall be held at least once a calendar quarter in the county in which the School is located. Special meetings of the Board of Directors may be called at any time by the Chairperson or by a majority of the Board of Directors. Notice of a meeting must be provided in accordance with the Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each director by facsimile transmission or first class mail at least three business days before the date fixed for the meeting and to all those individuals who request notice of meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting.
- (d) Agenda. The Chairperson will be responsible for preparing the meeting agenda in accordance with NRS Section 241.020(2) and for distribution of the agenda to all directors, along with other relevant meeting information, by at least 9 a.m. (Pacific Standard Time) of the third business day prior to each meeting. In addition to previously requested agenda items, any director may provide additional agenda items for a meeting by providing, via facsimile or regular mail the requested agenda items, setting forth the appropriate place on the agenda format (as set forth below in this Section), and a realistic time requirement for such item to the Chairperson. Such requests must be received at least 24 hours prior to the posting deadline pursuant to the Open Meeting Law. The agenda format may vary slightly but all agendas shall contain the following minimum sections: (i) call to order; (ii) correspondence, (iii) old business; (iv) new business; (v) public comment; and (vi) adjournment.
- (e) Public Comment. Time shall be set aside at each meeting of the Board of Directors and the meetings of committees for public comments. After each speaker identifies himself or herself by name, address and affiliations, public comments shall be permitted and shall be limited as determined by the Chairperson.
- (f) Meeting Format. Except as otherwise provided herein, the meetings of the Board of Directors will be conducted in accordance with Robert's Rules of Order; provided, however, in the event that there is an inconsistency with the Robert's Rules of Order and the Opening Meeting Law, the Opening Meeting Law shall govern.
- (g) Closed Meeting. Except as otherwise provided in NRS Sections 241.030, 241.031 and 241.033, any director may call a closed meeting or may close a portion of a meeting (the "Closed Meeting") during any special or regular meeting of the Board of Directors for issues concerning the character, alleged misconduct, professional competence or physical mental health of a person or other matters as permitted by the Open Meeting Law. All persons except the directors may be excluded from the Closed Meeting at the discretion of the

Chairperson. Following such Closed Meeting, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Meeting. No action may be taken in a Closed Meeting.

- (h) Minutes. Minutes of each meeting of the Board of Directors and each Committee shall be taken and shall be approved by the Board of Directors and each Committee and posted at the Facility and at any other location as required under the Open Meeting Law. Additionally, not later than 30 business days after each meeting of the Board of Directors or a Committee, the Board of Directors shall submit to the Department of Education and to the SPCSA a copy of the minutes of such meeting and shall submit such written statements to the Department of Education and to the SPCSA as required under NAC Section 386.345(7). The minutes of each meeting shall be approved at the next meeting of the Board of Directors or the Committee, as the case may be, and shall be revised as necessary.
- (i) Quorum. A majority of the directors will constitute a quorum for the transaction of business at any meeting of the Board of Directors. At any meeting of the Board of Directors at which a quorum is present, a majority of those directors present may decide any matter, unless a different vote is specified by law or by these Bylaws.
- (j) Attendance. A director who is absent for more than three consecutive Board meetings will be subject to removal.
  - (k) Proxy Voting. Voting by proxy is not permitted.
- Audio recording. Each meeting shall be audio recorded and these records shall be available to the Board of Education, SPCSA and interested members of the public.
- 5.8 Compensation. Directors shall serve without compensation, except for lawful public meeting salary payments as provided in NRS 386.549(5). Directors are precluded from receiving compensation for any services to the School in any other capacity; provided, however, in addition to the public meeting salary mentioned above, the School may reimburse a director for reasonable travel expenses incurred in connection with his or her duties as a director to the extent permitted by applicable Law.
- 5.9 Board Committees. The Board of Directors may elect or appoint standing or special committees ("Committees"), as the Board of Directors may from time to time determine necessary or advisable, and may delegate, to the extent permitted by Law, the Charter or these Bylaws, such powers and duties thereto as they may deem advisable; provided, however, all Committees shall include at least one director appointed by the Chairperson. The members of any Committee will serve on such Committee at the pleasure of the Board of Directors.
- (a) Standing Committees. The creation of additional Committees will serve a limited purpose and for a limited period of time, and the Board of Directors will define the purposes, duties, timeline and particular powers for each Committee as set forth in a resolution approved by the Board of Directors. Standing Committees of the Board of Directors shall include the following:

- (i) The Academic Committee reviews issues related to the School's instructional program and the status of progress towards achieving school accountability goals and makes written reports to the Board of Directors regarding such issues;
- (ii) The Finance Committee reviews the annual audited statements and makes recommendations relating to overall financial management issues; and
- (iii) The Compliance Committee reviews the School's compliance with all applicable Laws and recommends additional methods for such compliance.
- (b) Prohibited Activities of a Committee. The Board of Directors shall not delegate the power to contract or the authority over matters relating to the finances or the budget of the School.
- 5.10 Board Member Duties. All directors are expected to conduct themselves in keeping with a director's duty of care and duty of loyalty to the School. Directors are expected to attend meetings regularly, to avoid conflicts of interest and to annually file any statements required by applicable Law.
- 5.11 Board Powers and Responsibilities. The Board of Directors shall manage and oversee the business, operations and property of the School, subject to the Charter and these Bylaws. Without limiting the foregoing, the Board of Directors shall have the authority to:
- (a) Perform any and all duties imposed on the Board of Directors by applicable Law relating to the operations of the School or by these Bylaws;
- (b) Make and change policies, rules and regulations of the School for the management and operations of the School, including its employees and agents;
- (c) Enter into agreements and contracts with any person for the lease, purchase or otherwise acquire, in the name of the School, any and all property deemed necessary for the operations of the School, and for any lawful purpose, including, without limitation, the School's educational management organization (the "EMO"):
- (d) Solicit, apply for and receive grants and other funding consistent with the mission of the School with the objective of raising funds for the operations of the School;
- (e) Hire, supervise and direct an individual who will be responsible for all day-to-day operations of the School;
  - (f) Develop an annual schedule of events and activities of the School;
- (g) Determine the School's curriculum in consultation with the teachers;
- (h) Establish and approve all educational and operational policies, including, without limitation, written rules of academic retention, behavior required or prohibited

by the School and appropriate punishments for such violations and all other written rules and policies as required under applicable Law;

- (i) Distribute all written rules and policies as required under applicable Law or as otherwise determined by the Board of Directors;
- (j) Not later than June 8 of each year, adopt the annual budget of the School for the ensuing fiscal year in accordance with NAC Section 386.725, and submit such final budget to the Department of Education, the SPCSA, the Legislative Counsel Bureau and any other person required pursuant to applicable Law;
- (k) Arrange for an independent annual audit in accordance with NAC Section 387.775, to be conducted by a certified public accountant or partnership or professional corporation registered pursuant to the provision of Chapter 628 of the NRS selected by the Board of Directors, and cause copies of such audit to be delivered to the Department of Education, the SPCSA and the Legislative Counsel Bureau;
  - Provide continuous fiscal oversight of the School;
- (m) Review and make a determination of statutes and bills described in a memorandum pursuant to NRS Section 386.552 (3) or an addendum to a memorandum pursuant to NRS Section 386.552(4) that requires plans for implementation of statutes or bills ensuring that the School complies with such statutes or bills and prepare such plans in accordance with NRS Sections 386.552(2) and (3), and provide written notice as required under NRS Sections 386.552(2) and (3);
- (n) Prepare, submit and file written reports as required under NRS Sections 386.600, 386.605 and 386.610 and distribute such reports as required thereunder;
- (o) Cause to keep complete records of all minutes, acts and proceedings of the Board of Directors and the Committees;
- (p) Uphold and enforce all laws relating to the operations of the School;
- (q) Ensure adequate funding for the operations of the School, the academic progress and success of the School and Charter renewal; and
- (r) Take any other reasonable action necessary to carry out the duties set forth in the Charter; provided that such action shall not conflict with applicable Law relating to the operations of the School.

## 6. Officers.

6.1 Number and Qualification of Officers. The Board of Directors, at its annual meeting, shall elect a Chairperson, Vice-Chairperson, a Secretary, Treasurer and such other officers as the Board of Directors from time to time deem to be necessary to elect.

- 6.2 Election and Tenure of Officers. The officers will be elected for a term of one year at the annual meeting of the Board of Directors unless a shorter period will have been specified by the terms of his or her election or appointment, or until such officer dies, resigns or is removed.
- 6.3 Power of Officers. Officers will have the powers and perform the duties customarily belonging to their respective offices, including the powers and duties set forth below in this Section 5.3.
- (a) Chairperson. The Chairperson will preside at all meetings of the Board of Directors and shall have general supervision over the business and operations of the School, subject to the control of the Board of Directors and the applicable laws. He or she shall sign, execute and acknowledge, in the name of the School all certificates, contracts or other instruments, authorized by the Board of Directors, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or to some other officer of the Board of Directors; and, in general, shall perform all duties incident to the office of a chairman of a board of directors or the president, and such other duties as from time to time may be assigned to him or her by the Board of Directors.
- (b) Vice-Chairperson. The Vice-Chairperson shall perform the duties of the Chairperson in the Chairperson's absence and such other duties as may be assigned from time to time by the Board of Directors or by the Chairperson.
- (c) Treasurer. The Treasurer will oversee financial affairs, funds, securities and other valuable papers of the School. The Treasurer will also oversee all books of accounts, accounting records, and accounting procedures of the School. The Treasurer will have such other duties and powers as designated by the Board of Directors and Chairperson.
- (d) Secretary. The Secretary shall attend all meetings of the Board of Directors and shall record the proceedings thereof in a book or books to be kept for that purpose; see that notices are given and records and reports properly kept and filed by the School as required by Law. The Secretary shall be responsible for the preparation and distribution of the minutes of the meetings of the Board of Directors in accordance with the Open Meeting Law and other applicable Laws. Additionally, the Secretary shall perform all duties incident to the office of secretary, and such other duties as may from time to time be assigned to him or her by the Board of Directors or the Chairperson.
- 6.4 Resignation of Officers. Any officer may resign by delivering his or her written resignation to the Chairperson or Secretary. Such resignation will be effective upon receipt (unless specified to be effective at some other time) and acceptance thereof will not be necessary to make it effective. Any officer who verbally resigns at any meeting or to the Chairperson of the Board of Directors will be deemed to have submitted a written resignation if such officer fails to submit a written resignation within 15 days following the receipt by such officer of written confirmation of such verbal resignation from the Secretary. The Secretary will send such written confirmation promptly following any such verbal resignation.

- 6.5 Removal of Officers. Any officer may be removed, with or without cause, by two-thirds of the Directors in office and voting. No officer will be removed from office unless the notice of the meeting at which removal is to be considered states such purpose and an opportunity to be heard at such meeting is given to the officer whose removal is sought.
- 6.6 Officer Vacancy(ies). Any officer vacancy may be filled by majority vote of the directors then in office and voting for the unexpired portion of the term.
- 6.7 Agents Educational Management Organization. An EMO will provide the Board of Directors and the School with management services subject to a contract reviewed by the SPCSA. Such agreement will delineate the specific terms and conditions of services. The agreement will ensure that the Board of Directors retains ultimate control of school policy and operations, and the EMO will provide management services to carry out the board's directives. At a minimum, and with the approval and oversight of the directors, the EMO will:
- (a) Coordinate the development and delivery of the School's curriculum and professional development activities in accordance with the School's Charter;
- (b) Ensure effective and viable administration and operation of the School:
- (c) Report to the Board of Directors as determined by the Board of Directors on the above functions; and
- (d) Comply with all applicable Laws, the Charter, the policies of the Board of Directors and these Bylaws.

## 7. Transactions and Records.

- 7.1 Execution of Agreements. Unless otherwise specified herein or required by Law, all contracts, agreements and documents purporting to bind the School or the Board shall require the signature of the Chairperson and the Treasurer.
- 7.2 Loans. No loans shall be made for or on behalf of the School and no evidence of indebtedness shall be made in the name of the School unless authorized in a resolution of the Board of Directors. Additionally, no loan shall be made to any officer or director of the School.
- 7.3 Checks and Payments. All eheeks drafts or other orders for payment of money, notes or other evidence of indebtedness issued in the name of the School in the amount of Five Thousand Dollars (\$5,000.00) or less shall be signed by such officer(s) or agents of the School and in such manner as shall be determined by the Board or Directors, or, in the alternative, may be signed by the Chairperson or Treasurer. Any checks, drafts or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School over Five Thousand dollars (\$5,000.00) shall be signed by both the Chairperson and the Treasurer of the Board of Directors and shall not be signed until the Board of Directors has approved the expenditure.

- 7.4 Deposits. All funds of the School shall be deposited to the credit of the School in a bank, credit union or financial institution located in the State of Nevada.
- 7.5 Gifts. To the extent permitted by Law, the Board of Directors may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.
- 7.6 Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.
- 7.7 Books and Records. The School will keep at the principal office of the School: (i) correct and complete books and records of account, minutes of the proceedings of the Board of Directors' meetings; (ii) a register of the names and addresses of the directors of the School; and (iii) such other records required under applicable Law relating to the operations of the School.
- 8. Personal Liability. No director, officer or member of the School will be personally liable to the School for monetary damages for or arising out of a breach of fiduciary duty as an officer or trustee notwithstanding any provision of law imposing such liability; provided, however, that the foregoing will not eliminate or limit the liability of a Director or officer to the extent that such liability is imposed by applicable Law for:
  - (a) a breach of the director's duty of loyalty to the School,
- (b) acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the Law, or
- (c) any transaction from which the director or officer derived an improper personal benefit.

The directors and officers will not be personally liable for any debt, liability or obligation of the School. All persons extending credit to, contracting with or having any claim against the School may look only to the funds and property of the School for the payment of any such contract or claim, for any money that may otherwise become due or payable to them from the School.

9. Indemnification. To the extent permitted by Law, the School will indemnify each of the School's former and present directors, officers, employees, other agents and their respective heirs, executors and administrators ("Indemnified Person") against all liabilities and expenses, including amounts paid in satisfaction of judgment in compromise or as fines and penalties, and reasonable attorneys' fees in connection with the defense or disposition of any action, suit or other proceeding, whether civil or criminal, in which he or she may be involved or with which he or she may be threatened, while in office or thereafter, by reason of his or her being or having been an Indemnified Person, except with respect to any matter as to which he or she will have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interests of the School; provided, however, that as to any matter disposed of by a compromise payment by such director, officer, employee or agent, pursuant to a consent decree or otherwise, no indemnification either for said payment or

for any other expenses will be provided unless such compromise has been approved as in the best interests of the School, after notice that it involves such indemnification by a majority of the disinterested directors then in office. Expenses, including attorneys' fees, reasonably incurred by the Indemnified Person in connection with the defense or disposition of any such proceeding may be paid from time to time by the School in advance of the final disposition thereof; such Indemnified Person shall be required to repay such amounts to the School if he or she will be adjudicated to be not entitled to indemnification under laws of the State of Nevada. The rights of indemnification hereby provided will not be exclusive of or by or affect any other rights to which any Indemnified Person may be entitled. As used in this Section, an "interested" director is one against whom in such capacity the proceedings in question or another proceeding on the same or similar grounds so then.

- 10. Amendments. These Bylaws may be altered, amended or repealed, or new Bylaws may be adopted, by an affirmative vote of a majority of the directors and voting at any regular meeting of the Board of Directors; provided, however, that two weeks advance notice (including a copy of any proposed changes) will be given to all directors that the Board of Directors has scheduled consideration of an amendment of the Bylaws and any other notice will be given and posted as required under the Open Meeting Law. Any amendment of the Bylaws must be memorialized in writing, submitted to the SPCSA and must be approved by the SPCSA prior to such amendment becoming effective.
- 11. *Inconsistencies.* In the event of any inconsistency between NRS, on the one hand, and NAC, the Charter or these Bylaws, on the other hand, the NRS will control. In the event of any inconsistency between NAC, on the one hand, and the Charter or these Bylaws, on the other hand, the NAC will control. In the event of any inconsistency between the Charter, on the one hand, and these Bylaws, on the other hand, these Bylaws will control.
- 12. Construction. The captions of the sections of these Bylaws are for convenience and reference only, and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of these Bylaws. Any pronouns or references used herein shall be deemed to include the masculine, feminine or neuter genders as appropriate. Any expression in the singular or the plural shall, if appropriate in the context, include both the singular and the plural.
  - 13. Revocation of Charter or Dissolution.
- 13.1 Election of Administrator. If, at any time and for any reason, the Charter of the School is revoked or the School ceases to operate, the Board of Directors shall appoint an administrator to act as a trustee during the process of the closure of the School and for one year after the date of the closure. Such administrator shall comply with applicable Law regarding the closure of the School.
- 13.2 Assets. If, at any time and for any reason, the Charter of the School is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of and delivered to such persons as required by the laws and regulations of the State of Nevada.

## CERTIFICATION

The undersigned	auly appointed	Secretary of	the	School	does n	ereby	certify	that	th
foregoing Bylaws were	adopted by the	unanimous	vote	of the	Board	of Di	rectors	and	ar
effective as of	, 200 .								
	_						_		
				, Pre	esident				

## Attachment 30

**Conflict of Interest Policy** 

## American Preparatory Academy Las Vegas (APA-LV)

## Conflict of Interest Policy And Annual Statement

For Directors and Officers and Members of a Committee with Board Delegated Powers

## Article I -- Purpose

- The purpose of this Board conflict of interest policy is to protect APA-LV's interests when
  it is contemplating entering into a transaction or arrangement that might benefit the private
  interests of an officer or director of APA-LV or might result in a possible excess benefit
  transaction.
- This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to Nevada Charter Schools.
- 3. This policy is also intended to identify "independent" directors.

## Article II -- Definitions

- Interested person -- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- Financial interest -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - An ownership or investment interest in any entity with which APA-LV has a transaction or arrangement,
  - A compensation arrangement with APA-LV or with any entity or individual with which APA-LV has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which APA-LV is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial

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interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

- 3. Independent Director -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" when the director --
  - a. is not, and has not been for a period of at least three years, an employee of APA-LV or any entity in which APA-LV has a financial interest;
  - does not directly or indirectly have a significant business relationship with APA-LV, which might affect independence in decision-making;
  - is not employed as an executive of another corporation where any of APA-LV's
    executive officers or employees serve on that corporation's compensation committee;
    and
  - d. does not have an immediate family member who is an executive officer or employee
    of APA-LV or who holds a position that has a significant financial relationship with
    APA-LV.

### Article III -- Procedures

- Duty to Disclose -- In connection with any actual or possible conflict of interest, an interested
  person must disclose the existence of the financial interest and be given the opportunity to
  disclose all material facts to the Board or Executive Committee.
- Recusal of Self Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
- 3. Determining Whether a Conflict of Interest Exists -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.
- 4. Procedures for Addressing the Conflict of Interest
  - a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

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- b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board or Executive Committee shall determine whether APA-LV can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in APA-LV's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
- Notwithstanding any other provision contained herein, no family member of a director shall be a compensated employee of APA-LV or American Preparatory Schools, Inc.

## 5. Violations of the Conflicts of Interest Policy

- a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

## Article IV - Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

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## Article V — Annual Statements

- Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
  - a. Has received a copy of the conflict of interest policy,
  - b. Has read and understands the policy,
  - c. Has agreed to comply with the policy, and
  - d. Understands APA-LV is a Nevada Charter School subject to the applicable conflict laws of the State of Nevada.
- Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
- If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
- 4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

The End

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## Attachment 31

**Utah Facilities Cost Document** 

Campus	WV2	WV1	Draper	Draper II	Salem	K Center	D3
Amount Financed	\$ 30,824,764.56	\$ 7,895,000.00	\$7,895,000.00 \$5,235,032.53	\$14,538,568.36 \$5,027,123.00	\$5,027,123.00	- \$	\$ 16,162,022.00
Annual Facility Cost	\$ 946,596.00	946,596.00 \$ 480,048.00	\$ 238,745.16		663,035.52 \$ 432,312.00 \$ 146,304.00	\$ 146,304.00	\$ 1,162,225.80
<b>Budgeted Expenses</b>	\$ 9,988,544.55	9,988,544.55 \$4,503,235.15 \$4,313,235.15 \$	\$ 4,313,235.15	\$ 7,377,902.23	\$ 7,377,902.23 \$ 3,120,000.00 \$ 756,707.92 \$ 5,000,085.80	\$ 756,707.92	\$ 5,000,085.80
Facilities/Total Expenses	9.48%	10.66%	5.54%	8.99%	13.86%	19.33%	23.24%
1							

Attachment 31 – Utah Facilities Cost Document

## Attachment 32

**Utah Special Education Test Results** 

The following tables include Special Education data from American Prep campuses in Utah.

- First, American Prep outperforms the State of Utah in getting students into the general education environment by 35%.
- Second, American Prep consistently and often significantly outperforms the state of Utah in SpEd students reaching "proficiency level" on SAGE testing.

The first table offers demographic comparisons of American Prep SpEd students to the State averages in several areas. Most significant on this table is that it identifies American Prep exceeds the state percentage of SpEd students in a "V1" placement by nearly 35%. This states that over 88% of our special populations are receiving 80% or more or their instructional time with their peers. The State of Utah is at a 60% "V1" placement. The leadership team is instrumental in this accomplishment because it is their direct knowledge of academic and behavioral data that makes it possible to accomplish these outcomes through our ability leveled groupings using the instructional model described above. American Prep attributes that placement in the "V1" environment to the high percentages of proficiency in the SpEd population on the SAGE exams. The instructional model combined with leadership knowledge and proper use of academic and behavioral data, accountability to the executive level and they to the Board is a significant contributor to those excellent outcomes.

The second demonstration in the Math and ELA proficiency percentages shows a persistent pattern of outperforming the average State percentages over a 4-year measure of time. Even with slight declines in some periods within certain categories of disability and within certain age demographics, the trend demonstrates that American Prep consistently outperforms the State averages of proficiency for SpEd students participating in the SAGE Testing protocols of Math and English Language Arts in 24 of 26 measures.

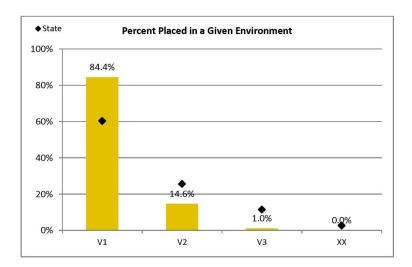
In the case of underperforming students, specifically those that are not achieving grade level and are not able to apply them myself to see a change.

## **Snapshot Report 1**

Who Are Our Students with Disabilities?

Special Education Demographics, Dec. 2015, Age 6 to 21

Number of enrolled students with disabilities = 405



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Math What Percent of a Particular Group of	Spring	g 2014 %	Spring	g 2015 %	Spring	2016 %	All \	ears/	Sprin	g 2016
Students Scored Proficient?	# students	proficient	# students	proficient	# students	proficient	Students	% proficient	# students	% proficient
Total										
Overall	250	24.4%	300	19.0%	292	23.6%	842	22.2%	45092	15.8%
Gender										
Female					110	18,2%	110	18.2%	16499	12.1%
Male					182	26.9%	182		28593	
						2010.10				
Ethnicity										
Asian	6	16.7%	10	30.0%	12		28		399	
Black	4	0.0%	7	14.3%	9	22.2%	20		864	
Hispanic	58	5.2%	75	10.7%	107	15.0%	240		9528	
Multi-Racial	3	66.7%	5	20.0%	5	0.0%	13		981	
Native American			1	0.0%	1	0.0%	2		794	
Pacific Islander	3	33.3%	5	0.0%	7	14.3%	15		534	
White	143	30.1%	154	22.7%	151	31.1%	448	27.9%	31992	19.5%
Grade										
Grade 3	38	21.1%	37	43.2%	45	35.6%	120	33.3%	7036	28.7%
Grade 4	49	28.6%	46	15.2%	47	38.3%	142	27.5%	6963	24.5%
Grade 5	49	26.5%	54	24.1%	49	28.6%	152	26.3%	6314	19.1%
Grade 6	45	17.8%	55	18.2%	47	23.4%	147	19.7%	5962	10.8%
Grade 7	42	23.8%	38	10.5%	32	15.6%	112	17.0%	5002	11.7%
Grade 8	15	13.3%	35	11.4%	20	5.0%	70	10.0%	4570	8.0%
Grade 9	7	57.1%	13	23.1%	32	3.1%	52	15.4%	3753	7.3%
Grade 10	2	0.0%	12	0.0%	11	18.2%	25	8.0%	3217	5.4%
Grade 11	2	50.0%	9	0.0%	9	11.1%	20	10.0%	1884	5.9%
Grade 12	1	100.0%	1	0.0%			2	50.0%	391	4.1%
Other										
Not English Learner			243	23.5%	217	27.6%	460	25.4%	39269	17.6%
English Learner			57	0.0%	57	3.5%	114	1.8%	5200	1.9%
English Learner - Fluent					18	38.9%	18	38.9%	584	15.1%
Not Low Income	142	32.4%	167	22.2%	156	29.5%	465	27.7%	21585	22.8%
LowIncome	108	13.9%	133	15.0%	136	16.9%	377	15.4%	23507	9.3%

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Language Arts What Percent of a Particular Group of	Spring	2014 %	Spring	2015 %	Spring	g 2016 %	All \	ears/	Sprin	g 2016
Students Scored Proficient?	# students	proficient	# students	proficient	# students	proficient	Students	% proficient	# students	% proficient
Total										
Overall	269	16.7%	304	17.8%	321	26.2%	894	20.5%	47023	11.3%
Gender										
Female					126	23.0%	126	23.0%	17210	11.5%
Male					195	28.2%	195	28.2%	29813	11.3%
Ethnicity										
Asian	6	0.0%	10	20.0%	13		29		410	
Black	6	16.7%	7	14.3%	10		23		923	
Hispanic	66	3.0%	77	3.9%	109	16.5%	252		9932	3.7%
Multi-Racial	3	33.3%	5	0.0%	5	20.0%	13	15.4%	1017	12.9%
Native American			1	0.0%	1	0.0%	2	0.0%	844	2.0%
Pacific Islander	3	33.3%	5	0.0%	6	16.7%	14	14.3%	555	5.8%
White	152	21.7%	155	23.2%	177	33.3%	484	26.4%	33342	14.0%
Grade										
Grade 3	38	21.1%	37	37.8%	44	31.8%	119	30.3%	7019	21.5%
Grade 4	49	16.3%	46	17.4%	46	32.6%	141	22.0%	6966	15.8%
Grade 5	47	14.9%	54	13.0%	49	28.6%	150	18.7%	6332	14.8%
Grade 6	45	20.0%	55	18.2%	47	23.4%	147	20.4%	5990	11.0%
Grade 7	41	12.2%	38	15.8%	43	27.9%	122	18.9%	5080	7.0%
Grade 8	24	12.5%	35	14.3%	31	25.8%	90	17.8%	4638	5.5%
Grade 9	19	21.1%	18	11.1%	35	14.3%	72	15.3%	4255	4.4%
Grade 10	3	0.0%	12	8.3%	13	30.8%	28	17.9%	3534	5.6%
Grade 11	3	33.3%	9	11.1%	13	7.7%	25	12.0%	3200	3.8%
Grade 12									9	11.1%
Other										
Not English Learner			246	22.0%	245	31.8%	491	26.9%	40919	12.8%
English Learner			58	0.0%	58	3.4%	116	1.7%	5440	0.7%
English Learner - Fluent					18	22.2%	18	22.2%	626	9.3%
Not Low Income	148	27.0%	169	24.9%	179	34.1%	496		22577	
Low Income	121	4.1%	135	8.9%	142	16.2%	398	10.1%	24446	6.1%

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## Attachment 33

**Utah Academic Rankings** 

## Attachment 34

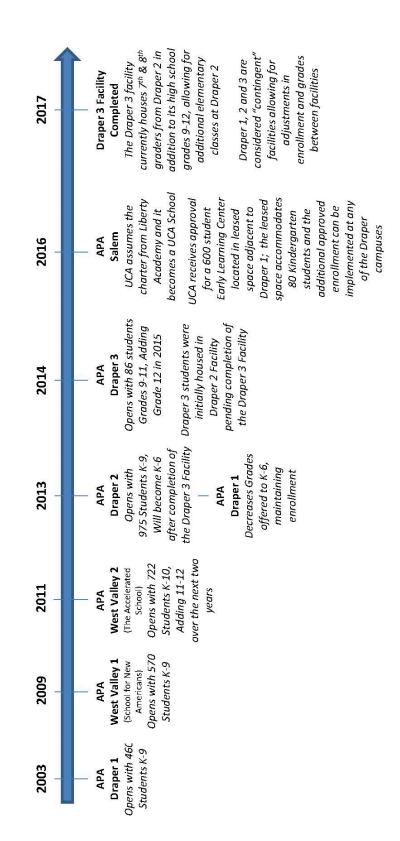
**Utah Growth and Waiting Lists** 





## Overview – UCA Historical Timeline

# TIMELINE & GROWTH – American Preparatory Academy (APA) Schools





## Overview – UCA Network

## OVERVIEW - UCA Network-APA Schools

				Enrollment Wait List	Wait List	Charter	Free &
	Year		Serving	as of	as of	Approved	Reduced
Charter School	Opened	Opened Present Address	Grades	Grades 1-31-2018	2-15-2018	Enrollment	Lunch %
PLEDGED SCHOOLS							
APA Draper 1 & Early Learning Ctr	2003	12892 S. Pony Express Rd, Draper UT 84020	K-6	625	322	1,170	17%
APA Draper 2	2013	11938 S. Lone Peak Pkwy, Draper UT 84020	K-6	1,020	578	975	17%
APA Draper 3	2014	431 West 11915 S, Draper UT 84020	7-12	563	82	545	19%
APA West Valley 1 (SNA)	2009	1255 W. Crystal Ave, West Valley, UT84119	K-9	009	277	570	72%
APA West Va∥ey 2 (TAS)	2011	3636 W. 3100 S., West Valley, UT 84120	K-12	1,443	723	1,320	%09
		Total		4,251	1,982	4,580	
NON-PLEDGED SCHOOL							ă
APASalem	2016	2016 1195 Elk Ridge Dr, Salem, UT 84653	K-9	489	87	555	37%
		Tota		489	87	555	<b>*</b> 6
		Enterprise Total		4,740	2,069	5,135	

Approximately 9% of total UCA students are enrolled in the Special Education Program.



# Market Position - Demand & Competition

## HISTORICAL AND PROJECTED ENROLLMENT

UCA is nearing full capacity, with enrollment growth primarily at Draper 3:

		Historical	cal		CURRENT			Projected		
Pledged Schools	2013-14	2014-15	2015-16	2016-17	2017-181	2018-19	2019-20	2020-21	2021-22	2022-23
APA Draper 1 & ELC	574	575	290	731	625	089	648	612	612	612
APA Draper 2	964	1,030	1,120	1,023	1,020	1,045	975	975	975	975
APA Draper 3	ti	ti	t		563	737	855	900	006	006
APA West Valley 1 (SNA)	572	572	576	209	9009	209	607	607	209	607
APA West Valley 2 (TAS)	1,320	1,322	1,332	1,432	1,443	1,454	1,454	1,454	1,454	1,454
Total Pledged Schools:	3,430	3,499	3,618	3,793	4,251	4,523	4,539	4,548	4,548	4,548
Non-Pledged School										
APA Salem	ti	E	E .	489	489	525	209	502	502	502
Total Enterprise	3,430	3,499	3,618	4,282	4,740	5,048	5,048	5,050	5,050	5,050

<sup>&</sup>lt;sup>1</sup> Actual enrollment as of January 31, 2018



# Market Position - Demand & Competition

## APPLICATIONS RECEIVED & WAITLIST - Pledged Schools

UCA experiences strong demand for its educational program, demonstrated by waitlists consistently 80-90% of student enrollment. Applications are accepted year round, but the waitlist is purged January 1 of each year.

A	APPLICATIONS RECEIVED & WAITLIST FOR 2017-18 (as of May 1, 2017)	TIONS R	ECEIVE	8 WA	ITLIST F	OR 201	7-18 (a:	of May	1, 201	7				
Campus	Ж	1	2	3	4	5	9	7	8	6	10	10 11 12	12	Total
APA Draper 1 Waitlist	293	125	147	98	82	43	40							816
Applications Received	322	145	159	103	95	56	52							932
APA Draper 2 Waitlist	324	191	171	121	129	82	69							1,087
Applications Received	376	179	186	138	145	100	78							1,202
APA Draper 3 Waitlist								28	42	25	18	12	6	191
Applications Received								7.1	52	58	24	11	8	224
APA West Valley 1 (SNA) Waitlist	153	81	78	55	52	40	28	40	2.1	23				571
Applications Received	176	102	98	94	77	81	41	62	37	41				809
APA West Valley 2 (TAS) Waitlist	273	138	135	112	109	85	98	92	65	99	32	15	12	1,223
Applications Received	201	214	195	176	155	128	133	168	110	53	29	22	21	1,605
Total:	-21477													3,697

APP	APPLICATIONS RECEIVED & WAITLIST FOR 2018-19 (as of February 15, 2018)	NS REC	EIVED &	WAITL	IST FOR	2018-1	9 (as of	Februa	ıry 15, 2	(018)				
Campus	К	1	2	3	4	5	9	7	8	6	10	11 12		Total
APA Draper 1 Waitlist	140	55	30	39	53	14	15							322
Applications Received	140	55	30	39	29	14	15							322
APA Draper 2 Waitlist	244	6/	25	99	25	41	39							578
Applications Received	244	79	57	99	52	41	39							578
APA Draper 3 Waitlist								38	14	16	8	5	1	82
Applications Received								38	14	16	8	5	1	82
APA West Valley 1 (SNA) Waitlist	98	31	30	56	30	17	21	17	8	11				277
Applications Received	86	31	30	26	30	17	21	17	8	11				277
APA West Valley 2 (TAS) Waitlist	178	63	20	0/	63	47	28	9	38	29	11	10	2	723
Applications Received	178	63	50	70	63	47	58	65	38	59	17	10	5	723
Total														1,982



# Market Position - Demand & Competition

## STUDENT RETENTION by GRADE - Pledged Schools

			FY201	FY2015-16 to FY2016-17	FY201	5-17							
Campus	К	I	2	3	4	5	9	7	8	6	9 10 11 Total	11	Total
APA Draper 1	%98	%78	74%	%62	77%	74% 79% 77% 73%	%8/						78%
APA Draper 2	82%	85% 84% 88% 91% 85% 79% 69% 75% 47%	%88	91%	85%	%62	%69	75%	47%				%92
APA Draper 3										%97	%89 %85	%89	37%
APA West Valley 1 (SNA)	91%	91%   90%   91%   93%   87%   89%   92%   91%   75%	91%	93%	81%	%68	95%	91%	75%	%89			81%
APA West Valley 2 (TAS)	91%	91%   92%   89%   84%   83%   88%   83%   81%   72%   64%   63%   74%	%68	84%	83%	88%	83%	81%	72%	64%	%89	74%	%62
Co. Co. Special									THE RESERVE THE PROPERTY OF THE PERSON NAMED IN COLUMN TWO IN COLUMN TO THE PERSON NAMED IN COLU	100 00000000000000000000000000000000000	11000		250000000000000000000000000000000000000

Total - All Pledged Schools Combined 78%

			FY201	6-17 to	FY2016-17 to FY2017-18	7-18							
Campus	¥	1	7	3	4	2	9	7	8	6	10	10 11 Total	Total
APA Draper 1	%69	%68	%9/	%E8	%9 <i>L</i>   % <i>LL</i>   %E8   %9 <i>L</i>   %68	%92	%92					2	% <i>LL</i>
APA Draper 2	n/a	816	84%	%28	91% 84% 87% 89% 75% 83% 77% 64%	75%	83%	%11	64%	3		2	%08
APA Draper 3										28%	<b>%</b> LL	%9/	,
APA West Valley 1 (SNA)	82%	%56	%56	%56	87% 95% 95% 95% 89% 94% 95% 97% 78%	94%	%56	%26	%8 <i>L</i>	61%			%68
APA West Valley 2 (TAS)	87%	%06	%68	%06	<b>%28</b>   %24   %84   %95   %44   %88   %88   %88   %68   %06   %68   %06   %28	%68	%88	88%	% <i>LL</i>	%9/	<b>%8</b> <i>L</i>	% <i>LL</i>	82%
	3535				8			S 1 - 5 -	1411	1 2 1	The state of the s		

## Total - All Pledged Schools Combined 82%

## GRADUATION RATES - West Valley 2

2013-14	2014-15	2015-16	2016-17	_
%76	71%	<b>78</b> %	%06	

## **AVERAGE ACT SCORES**

	2015-16	2016-17
Draper 3	23.3	23.3
West Valley 2	18.2	

## Attachment 35

**Financial Processes** 

## APA-LV FINANCIAL PROCEDURES

## 1100 GENERAL ACCOUNTING PROCEDURES

## General Ledger Activity

## Control Objective

To ensure that all General Ledger entries are current, accurate, and complete.

## Major Controls

## A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

## B. Support Documentation

All entries are supported by adequate documentation that clearly indicates the justification and authorization for the transaction.

## C. Audit Trail

A complete audit trail is maintained by the use of reference codes, from source documentation through the books of original entry and general ledger, to periodic reporting statements.

## Procedures

- Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Business Manager before entering into the accounting system.
- Non-recurring entries, such as for correcting entries, recording accruals, and recording non-cash transactions, are prepared as circumstances warrant and on an as needed basis.
- All entries in the books of original entry (e.g., cash receipts journal and disbursements)
  are made soon after the accounting event from authorized forms, and are prepared and
  reviewed by qualified accounting personnel.
- All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached, and are approved by the Business Manager.

## General Ledger Close-Out

## Control Objective

To ensure the accuracy of financial records and reports.

## Major Controls

## A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the general ledger account balances.

## B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers Reconciliations are prepared on a monthly basis.

## Procedures

- At the end of each month, a trial balance of all cash accounts is prepared and reviewed by the Business Manager.
- Reconciliation between the general ledger control accounts and the subsidiary ledgers are completed by the Finance Clerk.
- At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

### CASH MANAGEMENT PROCEDURES

## Cash Receipts

## Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets. Major Controls

## A. Cash Receipts Policies

APA-LV has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The school also uses electronic fund transfers to accelerate deposits.

## B. Internal Accounting Controls

- Opening of mail is assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
- (ii) Listed receipts and credits are compared to accounts receivable and bank deposits.

## Procedures

- 1. Mail is opened by the Receptionist who sorts any funds received.
- All cash over \$5 per transaction given to the school for any reason will be recorded on numbered, duplicate receipts
- All cash is securely stored and entered, on a transactional basis with receipt numbers as applicable, into a Deposit Register
- All checks are restrictively endorsed immediately by the Receptionist and entered into a Deposit Register.
- Checks and the Deposit Register are forwarded to the Finance Clerk.
- The Finance Clerk prepares journal entries and deposit slips. Receptionist and Finance Clerk both review Deposit Register and Deposit Slips for accuracy and sign Register.
- The Finance Clerk makes deposits every 72 hours or when funds to be deposited
  exceed \$1000. If deposits are made other than daily, the deposit should be
  maintained in a secure area with limited access.
- Reconciliation of cash receipts to deposit slips and bank statements are reviewed by the Business Manager on a monthly basis.

## Cash Disbursements

## Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

## Major Controls

## A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with discounts, if available.

#### B. Internal Accounting Controls

- (i) Pre-numbered checks and special check protective paper.
- (ii) Match disbursement records against accounts payable/open invoice files.
- (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by the Business Manager.
- (iv) Supporting documentation canceled to prevent resubmission for payment.
- (v) Detailed comparison of actual vs. budget disbursements on a periodic basis.
- (vi) Separation of duties to the extent possible for an organization the size of the school.

#### Procedures

- When the transaction is complete and payment is due, a pre-numbered check is prepared by the Finance Clerk who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Business Manager for approval.
- All invoices submitted for signature will include approvals for payment, expense account(s) charged, check number and date of payment.
- The Business Manager signs checks, after examining and verifying the supporting documentation.
- 4. After having been signed, the checks are mailed directly to the payee by receptionist.
- All supporting documents are canceled (i.e. stamped PAID) by the signatory and filed by Finance Clerk or assistant.
- On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
- Bank statements are reconciled soon after receipt by either the Business Manager and reviewed by the Treasurer.

## Petty Cash Funds

## Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

#### **Internal Accounting Controls**

Reconciliation of petty cash funds by employees with responsibilities independent of cash receipts, disbursements, or custody.

#### Procedures

- APA-LV will maintain a petty cash fund with a balance of approximately \$200, which will be maintained and secured by the Finance Clerk.
- The Finance Clerk maintains a log of all disbursements made from the petty cash fund. No disbursements will be greater than \$100.

-4-

- When the fund needs to be replenished, a check request is prepared by the Finance Clerk, attaching the log of disbursements and the supporting vouchers. See cash disbursement procedure above for payment.
- Any differences between the check request to bring the fund up to the petty cash amount and total disbursements made are reviewed and a justification is prepared.
- Fund disbursements are entered into the general ledger by expense category when the fund is replenished.

## Prepaid Items

Control Objective

To ensure proper accounting for prepaid expenses.

Major Controls

## **Internal Accounting Controls**

- Preparation and updating of an amortization schedule to reflect the incurring of expenses for prepaid items (e.g., prepaid insurance).
- (ii) Detailed prepaid expenses reconciled with the general ledger control account.

- 1. Vendor invoices are reviewed by the Finance Clerk to identify all required prepayments.
- For payment of prepaid items, the transaction is coded to reflect the appropriate portion of the payment representing the prepaid portion.
- An amortization schedule is prepared to reflect the incurring of an expense for prepaid items
- A standard journal entry is prepared by the Finance Clerk, if applicable to record the monthly expense.
- A reconciliation is performed on a monthly basis between the subsidiary ledger and the prepaid expense General Ledger control account.

#### 1300 PAYROLL PROCEDURES

## Personnel Requirements

#### Control Objective

To ensure that the School hires only those employees—full or part-time—that it absolutely needs and exerts tight control over hiring new employees.

## Major Controls

## **Payroll Policies**

The School has adopted payroll policies for installing new employees on the payroll system and removing terminated employees from the system, as well as monitoring vacation and sick pay.

#### Procedures

## **New Employees**

- Requests for new employees are initiated by the School Director and compared with the approved annual personnel budget.
- A New Hire Form is initiated when hiring a new employee. Included on this form are the
  job description, approved pay rate, and grant funding, if any. Information on this form is
  reviewed by the Business Manager and communicated to the outside payroll service
  provider, if applicable, or entered into in-house payroll software.
- 3. New employees complete an Application for Employment.
- New employees complete an IRS W-4 Form and I-9.
- A criminal background check is conducted on new employees and reports are placed in their employment files.
- New employees are provided with information and enrollment forms for benefit programs, if eligible. Returned forms are forwarded to benefit providers and appropriate entries made into payroll software.

#### Vacation and Sick Pay

- 1. Employees accrue personal leave based on policy of APA-LV.
- Employees' earned personal leave balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the School Director.
- Personal leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the School Director.
- Before personal leave is paid, an Absence Request is to be prepared by the employee, which is reviewed and approved by the School Director.
- 5. The Business Manager monitors personal leave by maintaining a log for each individual.
- Unused personal leave is paid out to teachers at the end of the school year as established in policy.

#### **Terminations**

- For each terminated employee, a *Termination Form* documenting the reasons for termination is completed and routed to the Business Manager for approval.
- The approved Termination Form is communicated to the payroll service provider, and any benefits providers. If applicable, COBRA procedures are followed.
- 3. The approved *Termination Form* is maintained in the terminated employee's personnel file

#### Personnel Data

#### Control Objective

To calculate and record payroll data accurately and completely for all employees.

## Major Controls

## **Internal Accounting Controls**

- A precise paper trail covering all transactions.
- (ii) Changes in personnel data approved by responsible officials.
- (iii) Separate payroll and personnel files periodically reviewed and reconciled.

- Changes to personnel data are initiated with an Employee Status Change Form when
  making changes in new hires, terminations, pay rate changes, or payroll deductions.
- 2. The School Director authorizes any change to payroll data.
- Authorized changes are communicated to the payroll service provider or entered into inhouse payroll software.
- 4. A copy of the Employee Status Change Form is retained in the employee's personnel file.

## Timekeeping

## Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

#### Major Controls

## A. Timekeeping Policies

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

#### B. Time Sheet

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

#### C. Internal Reviews

The School personnel monitor the overall integrity of timekeeping. Prior to processing for payroll, on-site supervisory review and approval is sent to the Payroll Clerk.

#### D. Internal Accounting Controls

Reconciliation of hours charged on time sheets to attendance records.

#### Procedures

#### **Time Sheet Preparation**

- Hourly employees prepare time sheets on a semi-monthly basis.
- 2. In preparing time sheets, employees:
  - (i) Enter hours in ink and sign the completed timekeeping record review actual procedure or on an electronic time clock.
  - (iii) Submit the completed time sheet to the direct supervisor.

## **Approval and Collection of Time Sheets**

- Each employee's time sheet is collected by the direct supervisor on a per-pay period basis, who ensures all the timesheets are submitted in a timely manner.
- 2. The direct supervisor forwards the timesheets to the payroll processor for processing.

## Reconciliation of Payroll to Time Sheets

 Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Payroll Clerk and reviewed by the Business Manager for each time sheet period.

#### Preparation of Payroll

## Control Objective

To ensure that payment of salaries and wages is accurately calculated.

#### Major Controls

#### **Internal Accounting Controls**

- (i) Time records or contracts are periodically reconciled with payroll records.
- (ii) The responsibility for checking the accuracy of payroll calculations is separated from the responsibility for payroll preparation to the extent possible for the size of APA-LV.

- The Administrative Assistant or Receptionist forwards approved time sheets to the Business Office.
- The total time recorded on time sheets and the number of employees is calculated by the Finance Clerk.
- Recorded hours from the time sheets are accumulated by the Finance Clerk and communicated to the payroll service provider or entered into in-house payroll software.
- The payroll reports received from the payroll service provider are compared with time sheets, pay rates, payroll deductions, compensated absences etc., by the Finance Clerk.
- 5. The Finance Clerk verifies gross pay and payroll deductions.
- The total hours and number of employees are compared with the totals in the Payroll Register by the Finance Clerk.
- The Payroll Register is reviewed and approved by the Finance Clerk prior to forwarding of the payroll checks for signature to the School Director or Treasurer or submission to the outside payroll service.
- 8. The Business Manager reviews payroll reports and samples timesheets for accuracy.

## Payroll Payment

## Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

## Major Controls

## **Internal Accounting Controls**

A complete audit trail on all payroll checks and direct deposit with authorizing signatures at each juncture is maintained.

- Checks and payroll register are forwarded to Business Manager for signature or submitted to the outside payroll service.
- Payroll payments by check, direct deposit or cash are distributed by the School for forwarding to employees and payroll register is entered as an expense and filed.
- The Director controls and monitors all undelivered and uncashed payroll checks, respectively.
- The payroll bank account is reconciled monthly by the Finance Clerk and reviewed by the Business Manager.

## Payroll Withholdings

## Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

## Major Controls

## A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

#### B. Internal Accounting Controls

The payroll service provider or in-house payroll software calculates payroll withholdings, which are reviewed and verified by the Business Manager.

- 1. The payroll service provider calculates payroll withholdings for each employee.
- Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the Finance Clerk.
- The Finance Clerk reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
- Original withholding and benefit election forms, maintained in the employee file, are prepared by the Finance Clerk and reviewed and approved on a periodic basis by the Business Manager.

## 1400 PROPERTY AND EQUIPMENT (P&E) PROCEDURES

This section is organized into six parts: P&E acquisitions, record keeping over P&E, depreciation of P&E, inventory of P&E, disposal of P&E, and Government-furnished and School-acquired property and equipment.

## Property & Equipment Acquisitions

## Control Objective

To control the acquisition of P&E and completely and accurately record fixed asset acquisitions in order to safeguard fixed assets from loss.

#### Major Controls

#### A. P&E Acquisitions Tied to Budget

All acquisitions of property and capital equipment are either designated in the approved budget, or subsequently approved by the Board of Trustees.

## B. P&E Acquisitions Based on Approved Requests

Official approval is obtained before a P & E purchase is made. This is performed by reviewing the *Purchase Requisition Form* prepared for the item.

## C. Internal Accounting Controls

Fixed asset acquisitions are reconciled with capital expenditure authorizations.

- Capital budget requests are submitted annually for review and approval by the Board of Trustees.
- Authorization requests for the acquisition of fixed assets are reviewed against the capital budget and approved by the Business Manager.
- Each item of property and equipment received is identified and tagged in a visible area on the asset.
- Information on each tagged asset is entered in the fixed assets subsidiary or comparable worksheet.

## Recordkeeping Over Property & Equipment

## Control Objective

To completely and accurately record fixed asset acquisitions, transfers, and dispositions on a current basis.

## Major Controls

## A. Capitalization Policies

The School follows generally accepted accounting principles as applicable to special purpose business-type activity government entities. All fixed assets purchased are capitalized in the year of purchase, and recorded in the general ledger. The School follows the policy of capitalizing all fixed assets purchased greater than \$5,000 per unit.

#### B. Fixed Asset Classification

Fixed assets are accounted for by the following classifications: land, building, equipment, betterment, leasehold improvements, equipment, furniture, and computer hardware and software.

## C. Complete Record of P&E Acquisition Costs

The fixed assets subsidiary ledger contains the full history of each capital asset acquired: original acquisition cost, and any costs incurred to prepare the asset for use.

- Asset acquisitions, transfers, and dispositions are entered in the fixed assets subsidiary ledger on a periodic basis.
- The fixed assets subsidiary ledger is reconciled with the control account in the general ledger on a monthly basis. Any differences are analyzed and resolved by the Business Manager.

## Depreciation

#### Procedures

The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the general ledger. In accordance with generally accepted accounting principles as they relate to special purpose business-type activity, government entities, under GASB 34, depreciation expense must be recorded in the general ledger. APA-LV will use the straight-line method of depreciation over the assets useful life as determined as follow:

Computers 5 years Office Equipment 5 years Office Furniture 7 years

Leasehold Improvements Useful life or life of lease, whichever is less

Building Improvements 20 years Building 40 years

## Inventory of Property & Equipment

## Control Objective

To ensure that all recorded assets exist and are in use.

Major Controls

#### **Internal Accounting Controls**

- (i) All property and equipment is tagged when received in accordance with policy.
- (ii) Physical inventories are performed annually.
- (iii) Differences between physical inventories and amounts recorded in the control account are analyzed and reconciled monthly.

- 1. The Finance Clerk prepares a printout of recorded fixed assets by asset classification.
- An inventory of fixed assets is taken annually.
- The inventory of fixed assets is compared to the amounts recorded in the general ledger control account. Differences are investigated and resolved by the Business Manager.

## Disposal of Property & Equipment

## Control Objective

To ensure that assets no longer in use are disposed of in accordance with existing policies.

## Major Controls

## A. Disposal Policies

The School has adopted policies on the disposition of property and equipment.

#### B. Internal Accounting Controls

- (i) Use of fixed asset disposal authorization forms.
- (ii) Disposal or transfer of fixed assets only with proper authorization.
- (iv) Periodic count of fixed assets that is reconciled with fixed assets recorded in the control account in the general ledger.

- 1. A determination is made by the school personnel as to the usefulness of a fixed asset.
- An Asset Disposal Form, including a description of the asset, purpose for disposal and methodology of disposal is prepared with proper written authorization from the Business Manager.
- 3. The Asset Disposal Form is reviewed and signed by the School Director.
- 4. A copy of the Asset Disposal Form is routed to the Business Manager, who enters the dollar amount of the disposed fixed asset as a reduction in the fixed asset subsidiary ledger, and adjusts the control account in the general ledger. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is recorded in the general ledger.

## Property & Equipment Acquired Through Government Grants/Contracts

## Control Objective

To assure that property and equipment are properly obtained, used, and managed during the performance of government grants or contracts.

## Major Controls

## A. Record keeping

The School maintains detailed records on all property and equipment.

#### B. Custody

All property and equipment, when not in use, is stored in a secure area.

## C. Inventory

All property and equipment is inventoried.

- All property and equipment acquired through government grants or contracts are assigned tag numbers and properly identified with this number in the fixed asset subsidiary ledger.
- On an annual basis, the school inventories all property and equipment and ensures that fixed assets are being used for the purpose intended.
- If necessary, the School obtains approval from the appropriate government agency for the
  disposition property and equipment acquired through a government grant or contract, and
  the Business Manager or School Director authorizes the disposition as described in the
  previous section.

#### 1500 ACCOUNTS PAYABLE PROCEDURES

This section is organized into three major parts: accounts payable, purchasing, and expense reimbursement.

#### Accounts Payable

## Control Objective

To ensure that invoices are accurately recorded on a timely basis for authorized purchases.

#### Major Control

#### A. Reconciliation of Accounts Payable Records

Reconciliation of source data, subsidiary ledger totals, and general ledger control accounts is performed periodically to ascertain the accuracy of accounts payable entries.

#### B. Internal Reviews

Internal reviews are conducted to determine if duplicate payments or overpayments exist.

#### Procedures

## Voucher Preparation and Review of Voucher

- Invoices are received by the Receptionist, who forwards them to the School Administrator (Christie O.) or designated personnel for approval.
- 2. Invoices are compared to the Purchase Order (by Christie O.) and the packing list.
- The invoice is reviewed for:
  - (i) The nature, quality, and quantity of goods ordered and the related price
  - (ii) Accuracy of all arithmetic calculations and extensions
  - (iii) Allow ability of expenditure
  - (iv) Proper general ledger account and department coding
- 4. Approved invoices are noted with signature and forwarded to the Finance Clerk.
- The invoice is input into the general ledger through the accounts payable subsidiary ledger after it is reviewed by the Finance Clerk.
- Checks are run on a weekly basis, and vendors are paid based on terms of the invoices, as recorded within the system. See Cash Disbursement section for issuing of checks.

#### Purchase Discounts

- The Finance Clerk establishes all vendors within the accounting system upon initial use
  of the vendor.
- The Finance Clerk reviews the invoice for any purchase discount date and ensures that the vendor file is established and properly capturing any discount allowed.

Reconciliation of Accounts Payable Records

- The total balance in the accounts payable subsidiary ledger is reconciled with the general ledger control account monthly.
- Debit balances in the accounts payable subsidiary ledger are resolved appropriately (e.g., an offset against other amounts due the vendor, requesting payment from the vendor, etc.)

## Purchasing

## Control Objective

To ensure that goods and services are acquired at fair and reasonable prices and the highest personal standards of conduct are maintained in all relationships with vendors, suppliers, and subcontractors.

## Major Controls

## A. Purchase Requirements

The School has developed cost-effective and efficient purchase requirements in order to achieve full and open competition, meet delivery schedules, control inventory and material, and expedite purchases.

#### B. Required Competition

The School utilizes the following procurement guidelines:

Contracts under \$5,000 - The school uses sound business practices when procuring goods and services for amounts less than \$5,000.

Contracts from \$5,000 To \$50,000 - The school seeks price quotes from at least three vendors and awards the contract to the responsible vendor offering the supply or service needed for the lowest price with appropriate quality and in necessary timeframe.

Contracts greater than \$50,000 - The school conducts a formal advertised competition using sealed bids or proposals. An award is offered to the qualified bidder who meets the School's specifications and offers the lowest price.

Construction contracts – The school follows all state and federal guidelines inclusive of state public bidding laws.

## C. Selecting the Vendor

The school selects the most responsive and responsible vendor to provide required materials and services, and promotes competition in order to obtain fair and reasonable prices.

#### D. Internal Accounting Controls

(i) Approval by the Board of Trustees of purchases equal to or exceeding \$5,000 prior to contract/purchase order finalization.

(ii) Adoption of policy requires the reporting of unethical conduct to management and subsequent restitution of any gain resulting from such conduct.

#### Procedures

#### **Purchase Requirements**

- After approval of the annual budget, the school reviews the needs to uncover patterns of orders, and opportunities for clustering orders, to achieve volume discounts.
- 2 In preparing purchase requisitions, the School Director or designee identifies minimum needs.

#### **Processing Purchase Requisitions**

- Purchase Requisitions are forwarded by teachers and administrative staff to the Purchaser (Wendy Swenson), who prepares a spreadsheet by vendor for the items requisitioned.
- 2. The Purchase Requisitions includes the following:
  - (i) A description of items ordered
  - (ii) A cost estimate
  - (iii) The required delivery information
  - (iv) A statement of the nature and purpose of the procurement
- The Purchaser presents Purchase Requisitions to the Executive School Administrator (Rachelle Hulet) for review and approval.
- Approved Purchase Requisitions are returned to the Purchaser for purchasing items.

## **Processing Purchase Orders**

- 1. A Purchase Order is prepared by the Purchaser.
- Before a Purchase Order is sent to a supplier, it is reviewed by the Executive School Administrator for accuracy of the dates, account coding, quantities listed, and arithmetic extensions.
- Two copies of the approved Purchase Order are prepared. One copy is forwarded to the vendor, and the other copy is filed in the business office (Christie O.) and entered in the Purchase Order Log (Wendy) by pre-assigned number to track outstanding commitments.

## **Obtaining Bids and Quotations**

- The purchasing employee requests bids or quotations verbally on transactions not expected to exceed \$5,000, and in writing for transactions between \$5,000 and \$50,000.
   Purchases greater than \$50,000 will require formal bid requests and evaluation before Purchase Order is issued.
- In evaluating bids received, the purchasing employee performs and documents a cost or price analysis.

#### **Negotiation and Award**

 Award may be made to other than the low bidder in circumstances where the higher bid demonstrates best value contracting procedures to the school. In such situations, the Business Manager shall prepare a justification statement for such awards, furnishing a brief explanation of the factors leading to such a decision.

#### Travel Expense Reimbursement

#### Control Objective

To ensure APA-LV pays only for authorized business expenses.

## Major Controls

#### A. Travel Policies

The School has adopted policies on travel reimbursement.

## B. Employee Expense Reimbursement Documentation

Employees are required to obtain and furnish documentation for individual expenses and company credit card purchases.

#### C. Internal Accounting Controls

- (i) Justification for travel approved by School Director.
- (ii) Documentation for incurred employee expenses.
- (iii) Documentation and approval for company credit card purchase.

#### Procedures

#### Expense Advance or Reimbursement

- Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred and also attached supporting documentation.
- All credit card purchases are supported by invoices in order to be reimbursed.
- The employee's Travel Report and invoices are reviewed by the Business Manager and
  presented to the Treasurer for approval and signature of payment.

## 1600 OTHER LIABILITIES PROCEDURES

This section describes procedures for recognizing and recording accrued liabilities and deferred revenue.

#### Accrued Liabilities

## Control Objective

To accurately control and record accrued liabilities.

## Major Controls

## A. Maintaining an Accrual Register

To properly set up and monitor accrued liabilities and accrual accounts related to salaries and wages, vacation pay, and payroll taxes.

#### Procedures

- An accrual subsidiary schedule is established and maintained by the Finance Clerk for each type of accrual.
- The school records all accruals at fiscal year end, or when determined necessary by the Business Manger
- A general journal entry is prepared at year-end to record all accruals and approved by the Business Manager and the independent auditor.

#### 1700 MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting, and tax compliance.

#### 1801 Annual Budget

#### Control Objective

To effectively support the preparation of the annual budget and its periodic review.

## Major Controls

## A. Budget Process

The Board of Trustees or committee(s) works with the CMO to prepare the annual operating and capital budgets and cash flow projection,. The budgets and projection are submitted to the Board of Trustees for approval.

## B. Internal Accounting Controls

Accuracy and completeness of the budgets and projection

- In preparation of the annual operating and capital budgets and cash flow projection, the CMO prepares preliminary budgets and the projection for review and adoption by the Board of Trustees.
- To support the budgets and projection estimates, the Business Manager prepares current year-to-date financial data with projections of year-end totals.
- The CMO and the Board of Trustees review the budgets and projection submitted for completeness and reasonableness and makes any changes.
- The Board of Trustees approves and adopts the final budgets and projections.

The adopted budget totals are entered in the general ledger by the Finance Clerk for the new fiscal year, in order to prepare budget to actual reports.

## Financial Reporting

#### Control Objective

To ensure the accuracy, completeness, and timeliness of financial reporting to support decision-making.

## Major Controls

#### A. Schedule

Monthly reports are prepared based on a pre-determined schedule.

#### B. Review and Approval

Financial reports are reviewed for accuracy and completeness.

#### C Audit

The annual financial statements of the school are audited by a certified public accounting firm.

#### Procedures

- The Business Manager prepares monthly budget vs. actual financial report, balance sheet, and cash flow statement for the Board of Trustees.
- The school submits to an audit of its financial statements by a qualified certified public accounting firm.
- The school shall submit the audited financial statements and other financial reports as required under state law.

## Payroll Tax Compliance

## Control Objective

To accurately prepare and file required tax documents on a timely basis.

## Major Controls

## A. Preparation

Obtain a payroll service provider or in-house payroll software to assist in the preparation of periodic payroll tax filings.

## B. Approval of Tax Returns

Payroll tax documents are reviewed and approved by the Business Manager.

#### Procedures

1. The School maintains a schedule of required filing due dates for:

- (i) IRS Form W-2 Wage and Tax Statement.
- (ii) IRS Form W-3 Transmittal of Income and Tax Statements.
- (iii) IRS Form 941 Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
- (iv) IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) U.S. Annual Information Return for Recipients of Miscellaneous Income.
- (v) Quarterly and annual state(s) unemployment tax return(s).
- Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the Business Manager for accuracy and completeness.

# APPENDIX B: SAMPLE FORMS

## APA-LV PURCHASE ORDER

Vendor	Ship To
Name	APA-LV
Address	Address
Attn:	Attn:

DATE

P.O. NO.

			[	2 5	FOB
DESCRIPTION	QTY	RATE	ITE	M #	AMOUNT
				Total	\$0.00

The above purchase order number must appear on all correspondence, packing sheets and bills of lading. Send invoices Attn: Business Manager

# APA-LV PURCHASE REQUISITION FORM

To: Business Ma	anager	Tel:	Fax	x:	
ROM:			CLASSROO	M :	
endor Name:ddress:			E FOLLOWING ITEMS FRO		
none .				_	
Catalog No.	Page	Quantity	Description	Price	Total
			Shipping & Handling:		
					\$
harged to Accoun	ıt		ApprovedSchool Director of		
ccount Budget:			Approved School Director of Business Manage	or Designee	
O No.:			Business Manage	r	
ote: Request for	000 require	es written quot	0 requires verbal quote. Items gea		

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## APA-LV PETTY CASH VOUCHER

Requested By:	
Date:	
Amount:	
Reason:	
Business Manager Approval:	
Date:	
Account #:	
Amount:	

Note: All petty cash transactions must be supported by receipts and no individual will be reimbursed more than \$100. If reimbursement is more than \$100, please complete a travel report.

APA-LV CHEC	CK VOUCHE.	R				
Date						
Amount						
Due Date						
_						
PERSON MAI 1.	Mana	REQUEST				
2.	School					
3.	Phone #		Ext.			
4.	Funding Inst					
PAYEE INFO	DMATION	(example: I	Primary, Secondar	y, Extende	ed Day, and Sp	ecific Grants)
	Street					
3.	City					
		( )				
OTHER INFO						
2.	Special Instr	ructions				
		fice Should				
			Notify (		) when rea	ıdy
		FOR BUSINESS OFF ACCOUNTS PAYAR ENTERING DATE _	BLE			
		DISTRIBUTION Acct. #		\$		
		Acct. #				
		Acct. #				
		TOTAL \$				
VENDOR NO		CHECK NO.: _		I	DATE:	

NOTE: All Vendor supporting documentation must be attached to this form to process the check request.

## APA-LV CASH RECEIPT FORM

CASH RECEIPT		Date	
Received From			
Address			
		Dollars \$	
For			
HOW PAID			
CASH			
CHECK			
MONEY ORDER	By		

## APA-LV ASSET DISPOSAL FORM

	Tag#	Asset Description	Book Value	Condition	Fair Market Value	Disposal or Sale
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Business Manager:		
Date of Request:	 	
School Director Approval:		
Date of Approval:	 	
Business Office Use Only		
Account Number: Amount:		

NOTE: If the fixed assets above were originally purchased by grant funding, ensure that grant disposal policies are followed.

## APA-LV WEEKLY TIME SHEET

Name				Week I	Ending_				
DAY	Reg.	Hol.	Sick	Pers.	Vac.	Adm.	St Dev	Other	Tota
Saturday									
Sunday									
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Total Hours									
No overtime hours he School Directonours.  Comments	or Ove		rs are to b	e filled in	under co				
Employee Signat	ure						_		
Supervisor Signa	iture _						_,		

# APA-LV PERSONAL LEAVE REQUEST FORM

	Name of Employ	ee		Date R	equest Made
I request app	roval of the fo	ollowing day(s)	as personal leav	e:	
	Monday	Tuesday	Wednesday	Thursday	Friday
	mo/day	mo/day	mo/day	mo/day	mo/day
Classes will	be covered by	:			
Substitute Na	ame:			Phon	e:
Directions fo	or Substitute:				
Lesson Plans	are located _				
Daily Proced	lures, such as	attendance, lun	ch orders, schedu	ıle, dismissal p	procedures are located:
Comments:	(such as indiv	idual modificat	ions, parent volu	nteers)	
Si	gnature of Emplo	pyee	_		
Please submit t	his form at least	24 hours in advanc	ce to the Administra	tive Office for ap	proval by School Director.
	School Director	1	_	_	Date Approved

# APA-LV VACATION REQUEST FORM

Na	ame of Employe	ee		Date R	equest Made	
I request appro	oval of the fo	llowing day(s)	as vacation leav	e:		
Vacation Days	used to Date	ə:		_		
	Monday	Tuesday	Wednesday	Thursday	Friday	
	mo/day	mo/day	mo/day	mo/day	mo/day	
Classes will be	e covered by:					
Substitute Nan	ne:			Phor	ne:	
	res, such as a		ch orders, schedu		procedures are lo	cated:
		ne month in ac		usiness Manaį	ger for approval.	Please

# APA-LV PROFESSIONAL DEVELOPMENT LEAVE REQUEST

	lame of Employ	ee		Date R	equest Made	
I request appr	oval of the fo	ollowing day(s)	as professional o	levelopment le	eave:	
	Monday	Tuesday	Wednesday	Thursday	Friday	
	mo/day	mo/day	mo/day	mo/day	mo/day	
List nature of	professional	development (v	workshop, observ	ation, and me	eetings):	
Name agreement	n =					
Classes will b				_ =		
Substitute Na	me:			Phon	ie:	
		cedures are loc difications, pare	eated:ent volunteers, et			
	ndividual mod	difications, pare	ent volunteers, et	c.):		
Comments (in	ndividual mod	difications, pare	ent volunteers, et	c.):		
Fee:Attach copy o	ndividual mod	difications, pare	P.O. N	c.): Jumber		
Fee:Attach copy o	ndividual mod	difications, pare	ent volunteers, et	c.): Jumber		
Fee:Attach copy o	ndividual moderation	form.	P.O. N	vriting.		
Fee:Attach copy o Business Office Please submit	of registration ce will not re	form.	P.O. N	vriting.	ector.	
Fee:Attach copy o Business Office Please submit	ndividual moderation	form.	P.O. N	vriting.	ector.	
Fee:Attach copy o Business Offi- Please submit	of registration ce will not re this form at	form.	P.O. N	writing.  Business Mana	ector. iger Approval	
Fee:Attach copy o Business Offi- Please submit	of registration ce will not re	form.	P.O. N	vriting.	ector. iger Approval	
Fee:Attach copy o Business Offic Please submit	of registration ce will not re this form at	form.	P.O. No pre-approved in a in advance to the	writing.  Business Mana	ector.  ager Approval  / Amount	

## APA-LV TRAVEL REPORT Name of Traveler: Dates of Travel: Grant to be charged, if applicable: Auto Mileage: Total Miles Driven Less Round Trip to School Reimbursable Miles: @ \$0.XX = \$ \_\_\_\_ days @ \$XX = \$ \_\_\_\_ Meals and Incidentals Per Diem: = \$ Air-fare = \$ \_\_\_\_\_ Train, bus, MBTA, Taxi = \$ Hotel = \$ \_\_\_\_\_ Tolls/Parking = \$ \_\_\_\_\_ Other (specify) **Total Expenses** Less Advance Check # \_\_\_\_, if any = \$ \_\_\_\_\_ = \$ \_\_\_\_\_ **Amount Due Traveler** Note: If a balance is due back to APA-LV, please attach a check to this Travel Report. Traveler's Signature: Date: Approved by: Date:

Note: If a above travel is incurred under a grant agreement, please indicate the grant name and amount to be charged as allowable grant expenditures.

PLEASE ATTACH ALL RECEIPTS TO THE TRAVEL REPORT WHEN SUBMITTING FOR REIMBURSEMENT.