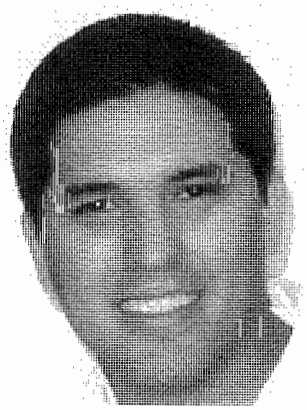
AMERICAN PREPARATORY
ACADEMY

American Preparatory Academy - Las Vegas
(Revised)

Committee To Form The School

Lee Iglody

Jonathan Gardner



Paris Bayardo

Lindy DesJarlais

Tamara Stuart

Nevada Charter School Application Cover Sheet *Page 1 of 3*

Part 1: Basic Information

Name of Proposed Charter School

American Preparatory Academy - Las Vegas

Liaison (Must be a member of the Committee to Form the School)

Jonathan L. Gardner

Mailing Address of Liaison

7154 Bird Cherry St
Las Vegas, NV 89148

Telephone for Liaison (Primary)

702 400 4910

Email Address for Liaison

JLG@gardnerz.org

Educational Management Organization, Charter Management Organization, or other Educational Service Provider (if applicable)

American Preparatory Schools (APS)

Physical Address of School (If Known)

not known

Geographic Region or Neighborhood Where Proposed School Will be Located

Southwest Las Vegas

School District in Which the School Will Be Located

Clark County School District

Title/Relationship to Committee to Form School

Finance Manager

Telephone for Liaison (Secondary)

702 400 4020

Fax for Liaison

866 395 9411

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

Fall 2013

Proposed Sponsor:

✓ State Public Charter School Authority

___ School District

Which One?_____

___ Public College or University

Which one?_____

Enrollment Projections

	Grade Levels Served	Projected Enrollment per grade (This response may be provided On a separate sheet of paper)
School year 1	K-9	See attached schedule of enrollment
School year 2	K-10	

Ultimately, the school expects to serve a total of 1350 pupils in grades K to 12.

Program for at- risk pupils (NAC 386.150(9)):

Is this school intended to serve primarily At-Risk pupils? (See NRS 386.500)

☒ Yes
☐ No

If yes, address the applicable Required Element in A.7

Will the charter school enroll pupils who are in a particular category of at risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580 (NRS 386.520(2)(p))?

☐ Yes
☒ No

If yes, address the applicable Required Element in A.7

Vocational education status (NAC 386.415):
Is this an application for the vocational education charter school?

☐ Yes
☒ No

If yes, respond to A.10

Distance education status:
Does the proposed school intend to provide Distance Education (also known as Virtual or Cyber Education)?

☐ Yes
☒ No

If yes, address B.3.2 and submit (an) appropriate distance education application(s) to the Nevada Department of Education.

Will the charter school result from a private school ceasing to operate as a private school and reopening as a charter school?

☐ Yes
☒ No

If yes attach the Private School Conversion Assurances found at:
http://nde.doe.gov/SD_CharterSchools_Forms.htm

Will the school limit enrollment to a certain number of pupils or ratio of teachers to pupils (NAC 386.353; NAC 386.180(7))?

☒ Yes
☐ No

If yes, what is that number or ratio? Due to Building capacity
year 1=990 year 3+1350
year 2=1170

If yes, state your plan in B.3, Required Element 9.

Part 3: School Description (150-word maximum) *Page 3 of 3*

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

American Preparatory Academy-Las Vegas is an academically rigorous K-9 school providing a classical liberal-arts education to students in Las Vegas. The school will expand to encompass grades K-12. American Prep focuses on academic achievement and virtuous character development for each student. Students are taught in small, achievement-leveled groups in elementary school reading and math classes allowing for maximum academic growth. Direct Instruction is a hallmark of the school's curriculum and pedagogy. The Core Knowledge Sequence is the foundation for study in grades K-8. As a liberal arts school, music and visual art are studied at every level and performing groups have many opportunities to excel. The overarching goal is to prepare students for advanced study at the university level, and to enable them to be agents for positive change in their communities.

Application Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocations after award.

Signature of Liaison: Jonathan L. Gardner

Date: 12/6/2012

Printed Name: Jonathan L. Gardner

Student Enrollment Schedule

Year 1 Student Count

GRADE	Target # of students for budget	Number of Classes	Target Students Per Class	Max Capacity/Class	Max Students
Kindergarten	84	3	28	28	84
1	84	3	28	28	84
2	84	3	28	28	84
3	84	3	28	30	90
4	84	3	28	32	96
5	84	3	28	32	96
6	84	3	28	32	96
7	168	6	28	30	180
8	84	3	28	30	90
9	84	3	28	30	90
Total	924	33			990

The approach we take to enrollment is we have a target number of students for our budget - highlighted in blue. We then have a maximum capacity per class (in yellow), which results in a range of students we will enroll each year

Secondary Classes	Student number range
12	924
	990

Year 2 Student Count

GRADE	# of Students	Number of Classes	Target Students Per Class	Max Capacity/Class	Max Students
Kindergarten	84	3	28	28	84
1	84	3	28	28	84
2	84	3	28	28	84
3	84	3	28	30	90
4	84	3	28	32	96
5	84	3	28	32	96
6	84	3	28	32	96
7	168	6	28	30	180
8	168	6	28	30	180
9	84	3	28	30	90
10	84	3	28	30	90
Total	1092	39			1170

Secondary classes will be added in multiples of 6 to maintain teacher efficiency.

Secondary Classes	Student number range
18	1092
	1170

Year 3 Student Count

GRADE	# of Students	Number of Classes	Target Students Per Class	Max Capacity/Class	Max Students
Kindergarten	84	3	28	28	84
1	84	3	28	28	84
2	84	3	28	28	84
3	84	3	28	30	90
4	84	3	28	32	96
5	84	3	28	32	96
6	84	3	28	32	96
7	168	6	28	30	180
8	168	6	28	30	180
9	168	6	28	30	180
10	84	3	28	30	90
11	84	3	28	30	90
Total	1260	39			1350

Once we have all grades, we will keep 24 total secondary classes, but the distribution among grades may shift with enrollment

# Secondary Classes	Student Number Range
24	1260
	1350

Year 4 Student Count

GRADE	# of Students	Number of Classes	Students Per Class	Max Capacity/Class	Max Students
Kindergarten	84	3	28	28	84
1	84	3	28	28	84
2	84	3	28	28	84
3	84	3	28	30	90
4	84	3	28	32	96
5	84	3	28	32	96
6	84	3	28	32	96
7	84	3	28	30	90
8	140	5	28	30	150
9	140	5	28	30	150
10	140	5	28	30	150
11	84	3	28	30	90
12	84	3	28	30	90
Total	1260	39			1350

Secondary Classes	Student Number Range
24	1260
	1350

American Preparatory Academy of Las Vegas
Charter Application
Table of Contents

Picture of Committee to Form the School	
Cover Sheet (3)	
Schedule of Enrollment (1)	
Table of Contents	
TAB A.1: Mission, Vision and Educational Philosophy Guidelines	Narrative (Attachments)
Narrative A.1.1 School Purpose	1
Narrative A.1.2 School Mission	1
Narrative A.1.3 School Vision	1
Narrative A.1.4 School Philosophy	2-3
TAB A.2: School-Specific Goals and Objectives Guidelines	
Narrative A.2.1 Educational Performance Goals and Objectives	4
Narrative A.2.2 Organizational and Management Goals and Objectives	4-5
Narrative A.2.3 Assessment Tools, Data and Artifacts	5
Narrative A.2.4 Evidence of Reasonableness	6-9
TAB A.3: Curriculum and Instruction Guidelines	
Narrative A.3.1 Curriculum	10-19
Narrative A.3.10 Transfer of Credit	19
Narrative A.3.12 Instructional Strategies	19-22
Narrative A.3.13 Professional Development	22
Attachment A.3.2 – Schedule of Courses All, High School by year	(1-2)
Attachment A.3.3 – Course Descriptions	(1-25)
Attachment A.3.4 – Nevada State Standards Alignment	(1-38)
Attachment A.3.5 - Promotion requirements	(1-2)
Attachment A.3.6 – Daily Schedules	(1-9)
Attachment A.3.7 Graduation requirements	(3)
Attachment A.3.8 Diploma	(1)
Attachment A.3.9 Transcript	(1)
Attachment A.3.11 Textbook Listing	(1-14)
TAB A.4: Assessment and Accountability Guidelines	
Narrative A.4.2 Assessment Instruments	23-24
Narrative A.4.3 Approach to Assessments	24-26
Narrative A.4.4 Use of Longitudinal Data	26
Narrative A.4.5 Closing the Achievement Gap	26-28
Narrative A.4.6 Data Management	28
Narrative A.4.7 Promoting Students	29
Attachment A.4.1 Assessment Schedule	(1-2)

American Preparatory Academy of Las Vegas
Charter Application
Table of Contents

TAB A.5: Tentative School Calendar and Daily Schedule Guidelines	
Narrative A.5.2 Initial Enrollment Schedule	30
Narrative A.5.4 Alternative Schedule	30
Attachment A.5.1-School Calendar and Detail	(1-3)
Attachment A.5.3 Application to Operate an Alternative Schedule	(1-4)
TAB A.6: School Climate and Discipline Guidelines	
Narrative A.6.1 School Policies	31
Narrative A.6.2 School Philosophy Regarding Student Behavior	31
Narrative A.6.6 Family Involvement	31-33
Attachment A.6.3 Code of Conduct	(1-11)
Attachment A.6.4 Truancy Policy	(1-3)
Attachment A.6.5 Absence Policy	(1-2)
TAB A.7: Target Population Guidelines	
Narrative A.7.1 Proposed Target Population	34
Narrative A.7.3 Mission Alignment to Target Population	34
Narrative A.7.5 Measuring Success of Target Population	34-35
Narrative A.7.6 Lottery exemption to at-risk students	35
Attachment A.7.2a Community enrollment and demographic information	(1-2)
Attachment A.7.2b Letters of Intent	(1-10)
Attachment A.7.2c Enrollment data from schools currently operating	(1-2)
Attachment A.7.4 Recruitment Plan	(1)
TAB A.8: Special Student Populations Guidelines	
Narrative A.8.1 Special Student Populations	36-37
Narrative A.8.2 Multi-Tier RtI Model	37-38
Narrative A.8.3 Special Ed revenues and expenses	38
Narrative A.8.4 Continuum of Services	38-39
Attachment A.8.5 Signed Policy Assurances	(1)
Attachment A.8.6 RtI Referral Packet and Flowchart	(1-5)
Attachment A.8.7 Continuum of Service Delivery Model	(1)
TAB A.9: Records Guidelines	
Narrative A.9.1 Student Records Management	40
Attachment A.9.2 Records Management Policy	(1-3)
A.10: Not Applicable	
TAB B.1: Governing Body Guidelines	
Narrative B.1.4 Governing Body	41
Attachment B.1.1 Letter from Counsel	(1)
Attachment B.1.2 Draft By-Laws (13)	(1-13)

American Preparatory Academy of Las Vegas
Charter Application
Table of Contents

Attachment B.1.3 By-Laws Stipulations (1)	(1)
TAB B.2: Composition of the Committee to Form the School Guidelines	
Narrative B.2.1 Committee to Form Statements	42
Attachment B.2.2 Statement of Assurances (2)	(1-2)
Attachment B.2.3 Resumes of Board Members (10)	(1-11)
Attachment B.2.4 Request for Information from Committee Members (19)	(1-22)
TAB B.3: Management and Operation Guidelines	
Narrative B.3.1 Management Plan	43-44
Narrative B.3.2 Description of Responsibilities for Key Management	45
Narrative B.3.4 Carrying out Charter School Laws	46-47
Narrative B.3.5 Dispute resolution	47-48
Narrative B.3.6 Grade Configuration	48
Narrative B.3.7 Description of Lottery System	48-52
Narrative B.3.8 Statement of Assistance on application preparation	52-53
Narrative B.3.9 Statement regarding limiting enrollment of pupils	53
Attachment B.3.3 Organizational Chart	(1)
TAB B.3.1: Educational Management Organization (EMO), CMO, ESP Guidelines (if applicable)	
Narrative B.3.1.1 EMO	54
Attachment B.3.1.2 Information Related to the EMO	(1)
Attachment B.3.1.3 Draft EMO Contract	(1-14)
TAB B.3.2: Distance Education Guidelines – NA	
TAB B.4: Staffing and Human Resources Guidelines	
Narrative B.4.1 Staffing Plan	55
Narrative B.4.2 Employment Contracts	55-56
Narrative B.4.3 Qualifications of Teachers	56-58
Narrative B.4.4 Evaluation Procedures for Teachers	58
Narrative B.4.5 School Administrator	58
Narrative B.4.6 Position Description for School Administrator	58-59
Narrative B.4.7 Recruitment Plan for Administrators	59
Narrative B.4.8 Recruitment Plan for Instructional Staff	59-60
Narrative B.4.9 Staff Information	60
TAB C.1: Budget Guidelines	
Narrative C.1.4 Nevada Chart of Accounts Assurance	61
Narrative C.1.6 Cash Flow Contingency Plan	61-62

American Preparatory Academy of Las Vegas
Charter Application
Table of Contents

Attachment C.1.1 Budget Summary (3)	(1)
Attachment C.1.2 Budget Narrative 2014 (5)	(1-5)
Supplementary Schedules 2014 Form 1 (1)	(1)
Supplementary Schedules 2014 Form 2 (1)	(1)
Supplementary Schedules 2014 Form 3 (2)	(1-2)
Supplementary Schedules 2014 Form 4 (9)	(1-9)
Supplementary Schedules 2014 Form 5 (2)	(1-2)
Supplementary Schedules 2014 Form 6 (2)	(1-2)
Supplementary Schedules 2014 Form 7 (1)	(1)
Supplementary Schedules 2014 Form 8 (1)	(1)
Supplementary Schedules 2014 Form 9 (1)	(1)
Supplementary Schedules 2014 Form 10 (1)	(1)
Supplementary Schedules 2014 Form 11(1)	(1)
Budget Narrative 2015 (5)	(1-5)
Supplementary Schedules 2015 Form 1 (1)	(1)
Supplementary Schedules 2015 Form 2 (1)	(1)
Supplementary Schedules 2015 Form 3 (2)	(1-2)
Supplementary Schedules 2015 Form 4 (10)	(1-10)
Supplementary Schedules 2015 Form 5 (2)	(1-2)
Supplementary Schedules 2015 Form 6 (2)	(1-2)
Supplementary Schedules 2015 Form 7 (1)	(1)
Supplementary Schedules 2015 Form 8 (1)	(1)
Supplementary Schedules 2015 Form 9 (1)	(1)
Supplementary Schedules 2015 Form 10 (1)	(1)
Supplementary Schedules 2015 Form 11(1)	(1)
Attachment C.1.3 Cash Flow FY 2014 (4), Cash Flow FY 2015 (4)	(1-8)
Attachment C.1.5 Pre-Opening Budget (1)	(1)
TAB C.2: Financial Management Guidelines	
Narrative C.2.1 Financial Liability Contact	63
Narrative C.2.2 School Closing Procedures	63
Narrative C.2.3 Audit Firm	63
Narrative C.2.4 Nevada Bank	63
Narrative C.2.5 School Fees	63-64
Narrative C.2.6 Person designated to draw payments	64
Narrative C.2.7 Minimum number of enrolled students for financial viability	64
TAB C.3: Facilities Guidelines	
Narrative C.3.1(4) School Facility	65-66
Attachment C.3.2 Letter of Insurance Estimate	(1)
TAB C.4: Transportation, Health Services and Emergency Services Guidelines	

American Preparatory Academy of Las Vegas
Charter Application
Table of Contents

Narrative C.4.1 Transportation	67
Narrative C.4.2 Required Health Services	67
Narrative C.4.3 Student Immunizations	67
Attachment C.4.4 Drills	(1)
Attachment C.4.5 Emergency Management Plan, ERP Flip Chart	(1-5) (1-21)

Narrative A.1.1 Purpose

To provide high quality academic training and character development to a wide range of students, including at-risk students, with the express purpose of improving the academic achievement of students. We will provide an opportunity for students to learn through the use of effective methods of teaching and by providing an accurate measurement of the educational achievement of our students. We will provide accountability as a public school. (NRS 386.520(4)(b))

Narrative A.1.2 Mission

To provide 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.

Jr. High Mission: American Preparatory Academy Jr. High assists students in their efforts to become student scholars by providing an academically rigorous liberal arts program that prepares them for advanced study at the high school level.

Sr. High Mission: American Preparatory Academy Sr. High provides rigorous coursework, excellent teaching, and consistent mentoring to ensure that each student graduates ready to successfully pursue their chosen course of study at the post-secondary level.

Narrative A.1.3 School Vision

We believe that the primary role of public education is to train a populace that has sufficient intellect and virtuous character to ensure our nation's future security and prosperity. Our students are taught that it is their responsibility to prepare themselves to "change the world for the better." Thus, it is our vision that the public dollars that educate our students are an investment in our communities and in our future and are a public trust. With those dollars, we provide a safe, engaging, nurturing, learning environment.

In 5-10 years if we achieve our mission, we will have a school with full enrollment where students are achieving academically and parents are satisfied in line with our school-specific goals and objectives (see Section A.2).

Narrative A.1.4 Our Philosophy

Student academic achievement is the primary goal of American Prep. We believe that only when students master fundamentals, and are fluent in the basic foundational knowledge of the major disciplines can they move on to effectively express their knowledge and master higher-level skills. Therefore, the foundation of our instruction focuses on mastery of fundamentals. We define mastery as the ability to demonstrate knowledge and skills repeatedly and accurately, to the point that generalization of knowledge can occur. This requires repeated instruction in the subject matter, increasing degree of challenge and considerable practice. As our students master the fundamentals, our instruction focuses on sequential building of conceptual knowledge and promoting independent expression of knowledge. Finally, our instruction focuses on individual internalization of conceptual knowledge, expressed in extensive written work and verbal presentation, preparing our students for advanced study at the high school level. These levels of instruction and knowledge attainment follow the classical education model of the Trivium—grammar, logic and rhetoric. American Preparatory Academy respects this well-founded, proven educational model and uses it in selecting and implementing the school's curriculum and teaching methods.

What We Believe

1. A school's central mission is to ensure each student achieves maximum academic success 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.
2. 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.
3. Standardized testing is an essential tool for measuring student learning and teacher success.
4. The formation of good character goes hand in hand with mental training.
5. Serious scholarship requires a willing and enthusiastic mind, self-discipline, determination,

patience, and humility.

6. All children can learn, although their pace may differ, and their response to higher standards is improved performance.
7. The school must be structured to ensure that parents play an active role in all aspects of their child's education.
8. Students must be taught to understand that the ultimate purpose of their education is to prepare them to change the world for the better, and that it is their responsibility to do so.

School Foundations

Expectations: High expectations in academics and character reflect the unwavering confidence we have in our students. We believe that our students can and will achieve whatever is set before them. High expectations are the vital first step toward achieving our school mission of academic excellence and virtuous character development for each student. The confidence engendered in our students by the high expectations we hold motivates them toward excellence.

Effort: We believe that properly reinforced effort is the key to achievement. Our students and staff know the value of hard work, and are committed to working hard every day. The fruits of work are real and satisfying, and are won without exception by those willing to engage in work earnestly and consistently. The fruits of work cannot be borrowed or lent.

Enthusiasm: Enthusiasm propels one on to greater effort. Enthusiasm makes work enjoyable and provides encouragement for others to put forth increased effort. It is the responsibility of every member of the American Prep community to bring enthusiasm to their work and to their associations at school.

Excellence: Excellence is a self-perpetuating value. When one achieves excellence, motivation is generated that leads to a natural increase in expectations, and encourages one to apply effort and enthusiasm to obtain new, even higher levels of excellence.

Narrative A.2.1 Educational Performance

1. **Student Gains:** A minimum of 90% of students will make at least one year's progress in one year's time in a Core Battery or Overall as measured by a nationally norm-referenced growth-measured exam, administered annually.
2. **Performance Status (Reading):** A minimum of ~~75%~~ ***75.11% of Elementary and Jr. High*** students ***and 90.42% for High School students*** attending the school for 3 consecutive years will meet or exceed state proficiency standards on the statewide reading assessment (in grades where such an assessment is available).
3. **Performance Status (Reading):** A minimum of ~~75%~~ ***80%*** of students in grades 1-5 attending the school for 3 consecutive years will read at or above grade level as evidenced by performance on a national reading inventory administered at least annually, beginning in year three.
4. **Performance Status (Math):** A minimum of ~~75%~~ ***82.54% of K-8 students and 92.17% of High School*** students attending the school for 3 consecutive years will meet or exceed state proficiency standards on the statewide mathematics assessment (in grades and levels where such an assessment is available).
5. **Performance Status (Science):** A minimum of ~~75%~~ ***80%*** of students attending the school for 3 consecutive years will meet or exceed state proficiency standards on the statewide science assessment (in grades where such an assessment is available).

Student Conduct: 95% of students attending the school for 3 consecutive years will achieve proficiency in citizenship and work and study habits as evidenced by student grades on report cards.

Narrative A.2.2 Organizational and Management Performance Goals and Objectives

1. **Student Conduct**: 95% of students will achieve proficiency in citizenship and work and study habits as evidenced by student grades on report cards, beginning in year 3.
2. **School Attendance and Re-enrollment:** The school will achieve an overall attendance rate of 95% annually as evidenced by school attendance records. Re-enrollment rates will meet or

exceed the district schools' average re-enrollment rate, currently 70% (we assume our transiency rate will be similar to the district wherein our school is located).

3. **Parent Satisfaction:** Over 90% of parents surveyed will indicate they are satisfied or highly satisfied with the overall school performance as indicated by results from the annual Parent Survey.
4. **Parent Involvement:** At least 95% of elementary school parents will comply with the academic involvement plan, specifically by reading and signing the Weekly Learning Plan 90% of the time as evidenced by Learning Plan tracking records maintained by teachers and 95% of parents will attend at least one parent teacher conference annually as evidenced by PT Conference Attendance Records.
5. **High quality instruction:** All courses will have aligned curriculum with the State Standards in Year 1 and all teachers will receive training and coaching in effective teaching practices in Year 1

Narrative A.2.3 Assessment Tools, Data, and Artifacts

Educational Performance

Student Gains: Nationally norm-referenced growth-measured exam, administered annually – SAT 10.

Performance Status (Reading): State Reading Test (CRT)

Performance Status (Math): State Mathematics Test (CRT)

Performance Status (Science): State Science Test (CRT)

Student Conduct: Student grades on report cards

Organizational and Management Performance

School Attendance and Re-enrollment: School attendance records

Parent Satisfaction: Results from annual Parent Survey

Parent Involvement: Parent/Teacher Conference records; Individual teacher records

High Quality Instruction: 180-day Plans for each course (curriculum maps); Training and Coaching Records

Narrative A.2.4 Evidence of Reasonableness

Educational Performance Goals and Objectives

~~1.~~ **Student Gains:** A minimum of 90% of students will make at least one year's progress in one year's time in a Core Battery or Overall as measured by a nationally norm-referenced growth-measured exam, administered annually. **Evidence:** ~~**The American Prep model has been able to sustain this level of achievement at its other school sites. Supporting documents are available at this website:** http://results.schools.utah.gov/upass/reportcard.aspx?schoolID=110573&schoolNumber=100&district=110573&schoolyear=2011~~ ***A school with similar demographics to what we are seeking, and which uses the same curriculum and methodology is James Irwin Charter Schools in Colorado Springs, Colorado. They have nearly 40% free/reduced lunch and 50% minority students. Their scores can be found at this website: http://www.schooldigger.com/go/CO/schools/0453001902/school.aspx***

2. **Performance Status (Reading):** A minimum of ~~75%~~ ***75.11% of Elementary and Jr. High*** students ***and 90.42% for High School students*** attending the school for 3 consecutive years will meet or exceed state proficiency standards on the statewide reading assessment (in grades where such an assessment is available). **Evidence:** ~~**The American Prep model has been able to sustain this level of achievement at other school sites. 94% of students met this standard in 2011-2012. Supporting documents are available at this website:** http://results.schools.utah.gov/upass/reportcard.aspx?schoolID=110573&schoolNumber=100&district=110573&schoolyear=2011~~ ***A school with similar demographics to what we are seeking, and which uses the same curriculum and methodology is James Irwin Charter Schools in Colorado Springs, Colorado. They have nearly 40% free/reduced lunch and 50% minority students. Their scores can be found at this website: http://www.schooldigger.com/go/CO/schools/0453001902/school.aspx***

3. **Performance Status (Reading):** A minimum of ~~75%~~ ***80%*** of students in grades 1-5 attending the school for 3 consecutive years will read at or above grade level as evidenced by performance on a national reading inventory administered at least annually, beginning in year three. **Evidence:** ~~**The American Prep model has been able to sustain this level of achievement at its other school sites. Supporting documents are available at this website:** http://results.schools.utah.gov/upass/reportcard.aspx?schoolID=110573&schoolNumber=100&district=110573&schoolyear=2011~~ ***A school with similar demographics to what we are seeking, and which uses the same curriculum and methodology is James Irwin Charter Schools in Colorado Springs, Colorado. They have nearly 40% free/reduced lunch and 50% minority students. Their scores can be found at this website: http://www.schooldigger.com/go/CO/schools/0453001902/school.aspx***
4. **Performance Status (Math):** A minimum of ~~75%~~ ***82.54% of K-8 students and 92.17% of High School*** students attending the school for 3 consecutive years will meet or exceed state proficiency standards on the statewide mathematics assessment (in grades and levels where such an assessment is available). **Evidence:** ~~**The American Prep model has been able to sustain this level of achievement at its other school sites. Supporting documents are available at this website:** http://results.schools.utah.gov/upass/reportcard.aspx?schoolID=110573&schoolNumber=100&district=110573&schoolyear=2011~~ ***A school with similar demographics to what we are seeking, and which uses the same curriculum and methodology is James Irwin Charter Schools in Colorado Springs, Colorado. They have nearly 40% free/reduced lunch and 50% minority students. Their scores can be found at this website: http://www.schooldigger.com/go/CO/schools/0453001902/school.aspx***
5. **Performance Status (Science):** A minimum of ~~75%~~ ***80%*** of students attending the school for 3 consecutive years will meet or exceed state proficiency standards on the statewide science assessment (in grades where such an assessment is available). **Evidence:** ~~**The American Prep**~~

~~**model has been able to sustain this level of achievement at its other school sites. Supporting documents are available at this website:**~~

~~http://results.schools.utah.gov/upass/reportcard.aspx?schoolID=110573&schoolNumber=100&district=110573&schoolyear=2011~~ ***A school with similar demographics to what we are seeking, and which uses the same curriculum and methodology is James Irwin Charter Schools in Colorado Springs, Colorado. They have nearly 40% free/reduced lunch and 50% minority students. Their scores can be found at this website:***

http://www.schooldigger.com/go/CO/schools/0453001902/school.aspx ***for elementary and***

http://www.schooldigger.com/go/CO/schools/0453001781/school.aspx ***for high school. They approach the 80% proficiency rate in several grades.***

6. **Student Conduct**: 95% of students attending the school for 3 consecutive years will achieve proficiency in citizenship and work and study habits as evidenced by student grades on report cards. **Evidence: The American Prep model has been able to sustain this level of achievement at its other school sites. Supporting documents are available upon request.**

Organization Management and Performance Goals

1. **Student Conduct**: 95% of students will achieve proficiency in citizenship and work and study habits as evidenced by student grades on report cards, beginning in year 3. **Evidence: The American Prep model has been able to sustain this level of achievement at its other school sites. Supporting documents are available upon request.**
2. **School Attendance and Re-enrollment:** The school will achieve an overall attendance rate of 95% annually as evidenced by school attendance records. Re-enrollment rates will meet or exceed the district schools' average re-enrollment rates (we assume our transiency rate will be similar to the district wherein our school is located). **Evidence: The American Prep model has been able to sustain this level of achievement at its other school sites. Supporting documents are available upon request.**

3. **Parent Satisfaction:** Over 90% of parents surveyed will indicate they are satisfied or highly satisfied with the overall school performance as indicated by results from the annual Parent Survey. **Evidence: The American Prep model has been able to sustain this level of achievement at its other school sites.** ~~**Parent Survey results are found in Appendix A.2.4.**~~

4. **Parent Involvement:** At least 95% of elementary school parents will comply with the academic involvement plan, specifically by reading and signing the Weekly Learning Plan 90% of the time as evidenced by Learning Plan tracking records maintained by teachers and 95% of parents will attend at least one parent teacher conference annually as evidenced by PT Conference Attendance Records. **Evidence: The American Prep model has been able to sustain this level of achievement at its other school sites.** ~~**Supporting documentation on Parent Learning Plan Compliance is in Appendix A.2.4.**~~

5. **High quality instruction:** All courses will have aligned curriculum with the State Standards in Year 1 and all teachers will receive training and coaching in effective teaching practices in Year 1. **Evidence:** ~~**180 day plans for each grade level have been designed and a sample is available in Appendix A.2.4.**~~ **Teacher training rolls will provide evidence of teacher training,** ***and 180 day plans will be available to teachers at summer training.***

Narrative A.3.1 Curriculum

Student academic achievement is the primary goal of American Prep. We adhere to a classical, liberal-arts education, with research-based curricular programs, mastery teaching, and effective school-wide structure and practices.

American Preparatory Academy assures that its curriculum and courses will meet or exceed Nevada State Standards in every subject area for which standards have been set. Standards change over time, and APA-LV assures the SPCSA that we will align our curriculum and courses as changes in state standards occur.

In this section we will focus on the Curriculum of American Prep-LV in two sections: K-8 Curriculum and High School 9-12 Curriculum.

K-8 Curriculum

Research-Based Curricular Programs

The Core Knowledge Sequence by Dr. E.D. Hirsch is the major component of our academic program in grades K-8. The Core Knowledge Sequence is supported by a broad base of research found at http://www.coreknowledge.org/mimik/mimik_uploads/documents/106/How Do We Know This Works.pdf. Direct Instruction programs are supported by a broad base of research, found at http://www.nifdi.org/15/research.

The Sequence presents a sequential and coherent progression of knowledge for Grades K-8 that is core to a broad, liberal-arts education and a basic understanding of American culture. It provides a framework that allows students to gain a great deal of useful knowledge in many subject areas. The topics included in the series advance by grade level in a spiraling fashion going into greater depth each time a subject is encountered. The Language Arts and Mathematics Sequences are aligned to the Common Core State Standards.

The Core Knowledge Sequence is not a "curriculum" per se, but is a content guide for what students should learn and master each year. Therefore, lessons need to be developed for each subject in each grade in order to teach the Sequence. American Prep has developed lessons in all content areas of

the Sequence that teachers are given to use, share and collaborate to improve each year. One great benefit of partnering with American Prep is that these lessons are developed and through their use, American Prep-LV can provide a high quality instructional "product" in its very first year.

Although the Core Knowledge Sequence informs our instruction by outlining WHAT will be taught, we have chosen specific curricular programs to implement the Sequence in the following subject areas:

Direct Instruction – Reading, Math, Spelling

In order to teach the skills areas of the Core Knowledge Sequence to mastery level, (Reading, Mathematics, Spelling) we have sought out skills acquisition programs that are research-based and field tested, or based on evidenced-based pedagogical theory that aligns with the learning levels of the Trivium (Classical Education).

Direct Instruction programs from SRA and other vendors are our programs of choice. These highly effective programs are utilized to teach reading (Reading Mastery) and spelling (Spelling Mastery) in grades K-6, and math in grades K-2 (Connecting Math Concepts). Students receive instruction in these subjects in small groups based upon their achievement level. This is accomplished by scheduling reading for grades 1-3 at the same time, allowing students to move to the appropriate classroom to receive instruction, at their precise instructional level and irrespective of grade level. The same system is used for math and spelling, with all groups in grades 1-3 and 4-6 meeting at the same time in each of these subjects to allow students to attend the appropriate achievement group and be taught at the appropriate instructional level. There will be 20 or more instructional groups in each subject, providing for 20 different levels of instruction for any given student. Frequent assessment and weekly reporting allows teachers to move students from group to group as their achievement dictates, making these groups "fluid".

When students complete the Reading Sequence (Reading Mastery 6) they are placed in a Novels Study class. Most students will be in Novels Studies in 5th and 6th grades. The curriculum for Novel Studies is organized into an "A" and a "B" course so students read a variety of novels over the two years and don't repeat any books. Writing book reports is an important facet of the Novel Studies courses.

When students complete the Spelling Sequence they are placed in a "Latin Roots" course. Most 6th graders take this course which prepares them for Latin 1 in 7th grade.

In 7th and 8th grade, the Core Knowledge Sequence is the primary guide for Language Arts instruction, with the novels, short stories, grammar and writing objectives following those outlined in the Sequence and aligned to the CCSS. Curriculum used in grades 7-8 Language Arts classes include Core Knowledge reading publication, Shurley English, 6-Traits and High Performance Writing, Wordly Wise and Jenny Latin.

Saxon Math is the instructional program utilized in grades ***3-8*** for mathematics. Saxon Math employs a spiral design for content delivery and has many years of proven effectiveness in schools all across the U.S. The Saxon approach to teaching and learning continues to garner praise from both researchers and educators. Our goal is that 3rd graders move into Saxon level 5/4, which track provides for 2 full years of Algebra 1 in 7th and 8th grades, if needed.

Language, Grammar and Vocabulary: Shurley English (Grades 1-8), ~~Warriner's English (9-12),~~ Adventures in Language (Grades 1-5), Wordly Wise (Grades 4-8). ~~In upper grades (9-12) these topics are taught within the English courses.~~

Due to our efforts to create a Title 1 school with a high percentage of ESL and at-risk students, we will use the following Language Development programs:

DISE (Direct Instruction Spoken English) K-12 as needed
Language for Learning (K, 1)
Language for Thinking (Grade 1-2)
Comprehension A (Grade 2)
Comprehension B (Grade 3)

These are SRA programs that develop a working and academic vocabulary in English.

Writing: Adventures in Language (Grades 1-3) High Performance Writing (Grades 4-6). In the upper grades *(7-8)* writing is taught using a 6-Traits framework and is included in the English courses.

(*this section was moved in its entirety) Elementary Grades K-6 – Students participate in Physical Education twice per week. Additionally, students have multiple recess periods daily (2-3 for each grade) in which they are given the opportunity to run, play and exercise. The American Prep model has built-in

breaks at least every hour for elementary students to get up and walk from class to class. It is an aim of the program to avoid having students sit for long periods of time.

High School Curriculum

The Secondary (grades 7-12) curriculum is divided into subject areas below. Each area aligns with Nevada State Standards. More specific information regarding texts and alignment can be found in Attachment A.3.11 and Addendum #1.

~~These~~ ***Secondary*** courses are taught in a traditional manner, ***meaning in full classes with one teacher, and are not achievement grouped as elementary courses are. Courses are taught using*** ~~with~~ textbooks, ***multimedia such a powerpoints,*** and primary sources as resources via lectures, activities and discussions. Student mastery is demonstrated through ***class discussion, choral responses, individual verbal assessments,*** quizzes, assignments, tests and papers.

The Classical Education model of the Trivium is utilized extensively in the Secondary School. Teachers are trained in Grammar Phase techniques such as:

1. ***clearly outlining required information to be mastered,***
2. ***developing daily mastery exercises,***
3. ***checking for understanding (choral responses, response board, quick writes, daily bellringers),***
4. ***use of timers for exercises and activities, and***
5. ***use of detailed daily agendas visually presented.***

Logic Phase techniques are also extensively trained, and teachers explicitly model making valid connections using if/then statements, compare/contrast exercises, and validity tests. Students are guided to mastery in making their own logical connections, deductions and inferences. Formal logic instruction begins in 9th grade and is imbedded in the Language Arts courses. The Rhetoric Phase of the Trivium is developed in every secondary course, in simpler terms in 9th grade, and increasing with each grade level, wherein students are required to defend their conclusions and deductions through

writing and speech. Although all courses teach academic such as data gathering, hypothesis development and defense, short and extended essay writing, and gathering and organizing information, each academic discipline in the High School has particular academic skills that are emphasized as detailed in later sections of this application.

Social Studies

Grade 7: Focus on the study of American History, Part 1 and Nevada State History
Grade 8: American History, Part 2
Grade 9: World Geography
Grade 10: World Civilizations
Grade 11: AP U. S. History
Grade 12: U. S. Government/Economics/Financial Literacy

It is our goal that through the curriculum in Social Studies, students will master the content and information that is required for them to move *at mastery* through each level, and build upon what they have learned. The organization of the curriculum allows for this to happen. ***The academic skills focus in Social Studies is tri-fold:***

1. ***Skill of using devices for memorizing large numbers of important facts***
2. ***Skill of logical connections (for example being able to connect geography, politics, economic development and the impact on development of civilizations)***
3. ***Skill of writing – Quick Writes to Extended Essays***

Our intent is that most students will study the High School courses at the AP level.

As part of our Social Studies curriculum, students will study and learn about the how government works at the city, county and state level. Involvement in the legislative process is a goal of our Social Studies department. ***This is accomplished through connecting with local representatives, finding a topic that they are sponsoring legislation on, and involving students in the study of the issue and following the bill through the legislative process***

Science

Grade 7: Core Knowledge Sequence and Nevada State Standards
Grade 8: Core Knowledge Sequence and Nevada State Standards
Grade 9: Investigative Science and Nevada State Standards
Grade 10: Biology
Grade 11: Chemistry
Grade 12: Physics

Science courses are taught with a variety of activities, lectures, and labs. ***The Academic Skill focus in science includes:***

1. scientific process, data collection
2. data analysis
3. logic, critical thinking utilizing validation exercises
4. ***technical*** writing ~~in all of the science subjects~~.

It is our goal that a majority of our high school students will take their science courses on an AP level.

Mathematics

High School students are placed in mathematics courses according to their level of mastery. ***The new CCSS support an integrated approach to Mathematics instruction, and American Prep has a robust math program in place that supports both the CCSS and the Nevada State Standards. Saxon texts are used, and are especially appropriate since they integrate some topics throughout. For example, Geometry concepts are embedded in both Saxon Algebra 1 and Saxon Algebra 2. There is a separate Saxon Geometry text, but we prefer to use Holt Geometry when additional topics are taught in Geometry.*** This means that in the secondary school, students will enter at whichever course aligns with their level of mastery. The following sequence is the courses we offer throughout secondary school: Pre-algebra, ***Integrated Mathematics 1, Integrated Mathematics II, and Integrated Mathematics III,*** ~~Algebra 1, Geometry, Algebra 2, Pre-Calculus,~~ Calculus, Statistics.

Our goal is that ***after 5 years of operation,*** 90% or more of our students are prepared to take Calculus in their 12th grade year.

As ***we anticipate that*** many students will come to the school behind grade level in mathematics we have developed a flexible accelerating program for our students. Math acceleration may require some

students to have 2 math courses in their schedules throughout high school, and they may also need additional math instruction after school as well. Students who have not mastered arithmetic will be placed in an accelerated course to learn it. The Accelerated Courses we will offer are: Corrective Addition, Subtraction, Multiplication, Division, Fractions, Decimals and Percents, The Math Bridge. These are courses that are published by SRA and can be used to bring students quickly to mastery in basic arithmetic at the same time they are enrolled in a Pre-Algebra or Algebra course (Saxon). We call this "Parallel Acceleration" and it provides a way for students who are behind level in math to attain high levels of mathematics proficiency. Our math philosophy is outlined in more detail in Appendix A.3.1.

Students will complete ***Integrated Mathematics I*** ~~Elementary Algebra~~ by the end of grade 8 or 9 and move on to ***IM II, IM III*** ~~Geometry, Algebra 2, Trigonometry~~, and Calculus. Students who do so are more prepared for any college field of study they may wish to pursue. Doors of any field are open to a student who is well prepared in mathematics.

As state assessments evolve surrounding the CCSS, the names of our courses may change. An integrated mathematics approach is supported by the CCSS, and American Prep supports this approach as well.

Foreign Language

All students are required to take Latin 1 beginning in 7th grade. All students are required to complete Latin 2 and to pass at a mastery level. Students may then move on to Spanish, or they can take Latin 3, Latin 4 and AP Latin. Spanish is the first language outside of Latin that we will offer. As the school grows, we may find that we can offer additional foreign languages.

Latin study is an integral part of a Classical education. It prepares students in many areas, most notably in understanding the roots of language and in vocabulary development. Students who study Latin perform at higher levels on the ACT and SAT, and other tests such as the LSAT and MCAT than those students who don't. We feel it is imperative to give our students every opportunity to compete at high levels academically so no doors are closed to them in their pursuit of a university education.

Language Arts

Because of our commitment to a Classical education, our secondary school has a strong emphasis on literature, composition, logic, speech and debate. A general outline of our courses and sequence follows (7th and 8th is included here to demonstrate the sequence of preparation):

7th Grade – 1 period of English daily; skills emphases in vocabulary, spelling, grammar and writing. Literature study includes short stories, novels and speeches.

8th Grade – 1 period for the full year and an additional period ½ year. The additional course time allows for a more in-depth study of literature selections and a stronger composition curriculum. Skills continue to be emphasized through study in vocabulary, grammar and spelling.

9th Grade – 2 full periods all year in English help to prepare our students for the requirements of a rigorous liberal-arts high school education. One period focuses on Composition, including writing and research, and also teaches speaking and listening, grammar, spelling, vocabulary, and logic. The logic course is rigorous and challenging and is a key component in our critical thinking training.

The second course focuses on literature, and approaches literature in two ways. The first approach is academic and ensures that students learn to read critically by examining poetry, short stories, drama, and novels. Students demonstrate their critical understanding of literature through essays, speeches, and tests. The second approach focuses on interpretation and exploring the impact literature has on the individual and society, providing the student the opportunity to examine and reflect on human character.

10th grade – ***The extensive preparation through grade 9 will prepare most of our students to study Honors (pre AP) Literature and Composition in 10th grade. Those not prepared will study Standard Literature and Composition. All courses embody the CCSS.***

11th grade – ***Students will study*** Language and Composition ***or Literature and Composition at the AP level or, for those not prepared for the AP level, they will study the Standard 11th Grade English, in a course that embodies the CCSS.***

12th grade – Rhetoric and College Composition ***and/or AP track for Language and Composition or Literature and Composition.***

The Arts

The American Prep model includes a rich offering of coursework in performing and visual arts. It is our mission to provide high quality, rigorous training in vocal and instrumental music (band and orchestra), drama and visual art. Students in the Secondary School will have the opportunity to choose from a menu of course offerings in these disciplines. Students will have at least one elective period each semester throughout Jr. High and High school in which they may participate in arts study.

Physical Education and Health

Healthy bodies are an important part of student learning, and physical education courses are provided at American Prep-LV to fulfill the Nevada State Standards.

Secondary Grades 7-12 –

7th grade – 1 full year physical education, .5 year Health Education
8th grade - .5 year physical education
Grades 9-12 – 2 credits of physical education required for graduation
Grade 10 - .5 credit Health Education

Health education/Sex Education

There are specific laws surrounding the instruction of communicable diseases and sexual responsibility. American Prep instruction complies with all state laws and rules regarding curriculum, parental notification, consent, inspection and any other issue specific to this course of study. NRS 389.065 outlines requirements, and NAC 389.381 and 389.455 specifically address health education in 6-12th grades, which we will follow. The Board will fulfill its duties under these rules and may implement the district of residence materials.

Computer Technology

Students will be required to complete .5 credit in Computers/Information Literacy in High School to meet Nevada State Graduation requirements and the Nevada Standards of Information Literacy. The curriculum for this course is skills-based. Students will use computers (in a mobile computer lab) and

will learn to complete tasks in several domains including spreadsheet applications (data collection, analysis and reporting through charts and graphs), word processing documents (research, writing rough drafts, editing with computer-based tools, revisions, final drafts, production-ready proofs), basic graphic design, 10-key skills for accounting applications, Powerpoint presentations with and without video, Online research skills, Study of copyright laws, plagiarism and current technology issues.

Narrative A.3.10 Transferring High School transcripts to another High School

At the request of a student's legal guardian, in accordance with FERPA, upon completing the steps to transfer, American Preparatory Academy will send transcripts to the requested school. American Preparatory will print off three copies of the student's official transcript which will be reviewed by a Counselor, Administrator or Registrar. One copy will be sent to the student's legal guardian's place of residence. A second copy will be placed in the student's permanent record, which will be sent to the new school. A third copy will be kept by American Preparatory Academy until the student completes High School or as state law dictates.

Narrative A.3.12 Instructional Strategies

Classical, Liberal-Arts Education

The levels of instruction and knowledge attainment at American Prep follow the classical education model of the Trivium – grammar, logic and rhetoric. American Preparatory Academy respects this well-founded, proven educational model and uses it in selecting and implementing the school's instructional methodologies.

Mastery Teaching

We believe that only when students master fundamentals, and are fluent in the basic foundational knowledge of the major disciplines can they move on to effectively express their knowledge and master higher-level skills. Therefore, our instruction focuses first on mastery of fundamentals, as evidenced by frequent data collection to assess student achievement. ***This close monitoring of student performance particularly benefits ELL and at-risk students as they are identified quickly and given the instruction needed to progress to mastery.***

We define mastery as the ability to demonstrate knowledge and skills repeatedly and accurately, to the point that appropriate generalization of knowledge occurs. This requires repeated instruction in the subject matter, increasing degree of challenge and considerable practice and aligns with the **Grammar Phase** of the Trivium (Classical Education). Teachers report weekly student mastery data to the Academic Director, which information is reviewed in weekly team meetings where changes in student placement and in teaching strategies are discussed and instituted.

As our students master the fundamentals, our instruction expands to the sequential building of conceptual knowledge and promoting independent expression of that knowledge. This aligns with the **Logic Phase** of the Trivium (Classical Education). Teachers continue to report student mastery data weekly and review it as a team to ensure that students are meeting mastery benchmarks set by the Academic Departments.

Finally, our instruction centers on individual internalization of conceptual knowledge, expressed in extensive written work and verbal presentation and which aligns with the **Rhetoric Phase** of the Trivium (Classical Education) and provides our students with advanced study at the high school level that prepares them for rigorous college academic work.

Research Based Methodology and Pedagogy

To provide instruction that will meet our standard of mastery, American Prep utilizes instructional methodology appropriate to the learning phase of the Trivium (grammar, logic, rhetoric).

Grammar Phase Pedagogy: The grammar phase is most commonly observed in the early years of learning (grades K-4) and in the novice levels of new domains of learning. Effective pedagogy in the grammar phase is primarily Direct Instruction (DI). DI is characterized by a quick delivery pace, "call and response" or choral responses, sensory learning (look, say, touch), Model, Lead, Test, Delayed Test, concise, clear instruction, limited "teacher talk", many opportunities for student responses (choral and individual), 100% student engagement, high levels of energy and enthusiasm, affirming feedback, positive specific praise, and ancillary praise for indirect corrections. The DI teacher's primary focus is in having 100% of the students achieve mastery on the daily learning objectives. Providing repetition until

mastery is achieved is a primary tenet of this method. ***A solid Grammar Phase program particularly benefits students who are ELL and at-risk as teachers are taught to teach each student to mastery.***

Logic Phase Pedagogy: In the logic phase (grades 4-8, and in the second level of learning in a specific knowledge domain), teachers continue to use the Model, Lead, Test and Delayed Test while explicitly demonstrating to students how logical connections are made, then giving students opportunities to make those connections, and immediately correcting or affirming them as valid or invalid. Students begin to "connect" their knowledge using sound logic principles. Validity is examined frequently and taught explicitly so that students come to know that validity is an important factor to consider as they generalize their knowledge.

Logic phase teaching methods include effective questioning (clarity), 'If-then' challenges, analogies, scientific method, and debate. Teachers are taught to use affirming responses when pointing out invalid responses with the purpose of increasing thinking among the students. ("Great thinking – I can see where you are going with that – can anyone tell me why that may be invalid?") Students are also encouraged to actively participate in the class and to make corrections they believe are valid by raising their hand in the form of a "C". This is a signal to the teacher that a student has a comment they feel is a needed correction in the instruction. ***A strong logic phase program explicitly teaches students how logical connections are made, and this explicit teaching particularly benefits ELL and at-risk students.***

Rhetoric Phase Pedagogy: In the rhetoric phase (grades 8-12, and in the final level of learning in a knowledge domain) students learn to defend their logic in writing and speech, through persuasion. Hallmarks of instruction in the rhetoric phase include Socratic questioning, Teacher-led Formal Analysis of written works, Essay writing (Quick writes, short essay, extended essay), Peer reviews of written work, Classroom discussion, Debates (English, Social Studies), Project Work (Science Fair). ***A strong rhetoric phase program particularly benefits ELL and at-risk students as they are given many opportunities to express their knowledge in writing until mastery in doing so is achieved.***

Effective School-Wide Structure and Practices

The school utilizes a standardized approach to instruction. This ensures that students across all classes and grades will receive a high quality educational experience with equity for all students. ~~More information regarding instructional practices employed at our school is found in Appendix A.3.12.~~

Narrative A.3.13 Professional Development

American Prep employs an extensive Teacher Development program. Because many of our curricular programs are unique in their instructional approach, all teachers require extensive training in order to become proficient in the teaching methods and strategies of the school.

Summer Training: Each summer teachers are required to attend a one-week training course in which they will receive training in Direct Instruction, Classical Education, School-wide organizational practices, and will learn the research base behind our programs.

School-Year Training: Students are dismissed at 1:30 each Wednesday. Teachers meet as teams to review student achievement, and also to receive training on Wednesday afternoons. This schedule allows for consistent training for teachers.

Coaching: American Prep utilizes an extensive coaching program. Teachers ~~in the elementary grades~~ have 4 levels of proficiency they are expected to pass through in their first year of teaching. Coaches are assigned to work with elementary and secondary teachers on a schedule approved by the Academic Director. Coaches give side-by-side input to teachers while they are teaching. Coaches also record their observation of the visit and then communicate the strengths and weaknesses to the teacher. Coaching is a very powerful training tool that allows us to quickly bring teachers to an effective level of instruction.

Attachment 3.2 Schedule of Courses

Kindergarten

Reading Mastery 1*	Connecting Math Concepts A*	K Spelling*	Core Knowledge History	Core Knowledge Geography	Core KnowledgeScience	Core Knowledge Literature	Core Knowledge Poetry	Core Knowledge Sayings & Phrases	Core Knowledge Math	Core Knowledge Music	Core Knowledge Art	Physical Education	Language for Learning	Reading University	Cursive A Lost Art	Nevada State Core Objectives

1st Grade

Reading Mastery 2*	Connecting Math Concepts B*	Spelling Mastery A/B*	Building Thinking Skills	Mastering Math Facts	Shurley Grammar Level 1	Adventures in Language	Core Knowledge History	Core Knowledge Geography	Core Knowledge Science	Core Knowledge Literature	Core Knowledge Poetry	Core Knowledge Sayings & Phrases	Core Knowledge Math	Core Knowledge Music	Core Knowledge Art	Physical Education	Language for Thinking	Reading University	Cursive A Lost Art	Nevada State Core Objectives

2nd Grade

Reading Mastery 3*	Connecting Math Concepts C*	Spelling Mastery C/Spalding Spelling*	Building Thinking Skills	Mastering Math Facts	Shurley Grammar Level 2	Adventures in Language	Core Knowledge History	Core Knowledge Geography	Core Knowledge Science	Core Knowledge Literature	Core Knowledge Poetry	Core Knowledge Sayings & Phrases	Core Knowledge Math	Core Knowledge Music	Core Knowledge Art	Physical Education	Comp A	Reading University	Cursive A Lost Art	Nevada State Core Objectives

3rd Grade

Reading Mastery 4*	Saxon 5/4*	Spelling Mastery D/Spalding*	Building Thinking Skills	Mastering Math Facts	Shurley Grammar Level 3	Adventures in Language	Core Knowledge History	Core Knowledge Geography	Core Knowledge Science	Core Knowledge Literature	Core Knowledge Poetry	Core Knowledge Sayings & Phrases	Core Knowledge Math	Core Knowledge Music	Core Knowledge Art	Physical Education	Comp B	Reading University	Cursive A Lost Art	Nevada State Core Objectives

4th Grade

Reading Mastery 5*	Saxon 6/5*	Spelling Mastery D/Spalding*	Building Thinking Skills	Mastering Math Facts	Shurley Grammar Level 4	High Performance Writing	Core Knowledge History	Core Knowledge Geography	Core Knowledge Science	Core Knowledge Literature	Core Knowledge Poetry	Core Knowledge Sayings & Phrases	Core Knowledge Math	Core Knowledge Music	Core Knowledge Art	Physical Education	Wordly Wise Level 4	Reading University	Virtues	Nevada State Core Objectives

5th Grade

Reading Mastery 6*	Saxon 7/6*	Spelling Mastery E/Spalding*	Building Thinking Skills	Mastering Math Facts	Shurley Grammar Level 5	High Performance Writing	Core Knowledge History	Core Knowledge Geography	Core Knowledge Science	Core Knowledge Literature	Core Knowledge Poetry	Core Knowledge Sayings & Phrases	Core Knowledge Math	Core Knowledge Music	Core Knowledge Art	Physical Education	Wordly Wise Level 5	Reading University	Performance Choir	Nevada State Core Objectives

6th Grade

Novels*	Saxon 8/7*	Spelling Mastery F / Latin Roots*	Building Thinking Skills	Mastering Math Facts	Shurley Grammar Level 6	High Performance Writing	Core Knowledge History	Core Knowledge Geography	Core Knowledge Science	Core Knowledge Literature	Core Knowledge Poetry	Core Knowledge Sayings & Phrases	Core Knowledge Math	Core Knowledge Music	Core Knowledge Art	Physical Education	Wordly Wise Level 6	Reading University	Band Orchestra	Nevada State Core Objectives

*This is a target level; students in this grade may be in one of several levels depending upon their achievement level.

7th Grade

English 1.0	Math 1.0	Understanding US History 1/Nevada Studies 1.0	Core Knowledge/ Nevada Science 1.0	Health .5	PE .5	Latin 1.0	Elective 1.0	Ambassadors/Study Skills 1.0

8th Grade

English 1.0	Math 1.0	Understanding US History II/Nevada Studies 1.0	Core Knowledge/ Nevada Science 1.0	Health .5	PE .5	Latin 1.0	Fine Art/Elective 1.0	Ambassadors/Study Skills 1.0

9th Grade

English 9 1.0	Literature 10 1.0	Math 1.0	Critical Thinking/Nevada Science 1.0	Human Geography 1.0	Latin (or Spanish) 1.0	Fine Art/Elective 1.0	Ambassadors /Study Skills 1.0

10th Grade

Literature and Compostition 1.0	Math 1.0	Biology 1.0	World History 1.0	Latin (or Spanish 1) 1.0	Health .5	PE .5	Directed Coursework (Health, Nutrition, Computers, Fine Art) 1.0	Ambassadors/Study Skills 1.0

11th Grade

Language and Compostition 1.0	Math 1.0	Chemistry 1.0	AP U.S. History/U.S. History 1.0	Latin (or Spanish) 1.0	Directed Coursework (Health, Nutrition, Computers, Fine Art, PE) 2.0	Ambassadors /Study Skills 1.0

12th Grade

Language and Compostition 1.0	Math 1.0	AP Physics/Science 1.0	Government and Civics/Econ 1.0	Latin (or Spanish 1) 1.0	Rhetoric .5	Directed Coursework (Health, Nutrition, Computers, Fine Art, P.E.) 1.5	Ambassadors /Study Skills 1.0

Attachment A.3.3

Kindergarten

	Reading Mastery K*	Connecting Math Concepts A*	Core Knowledge History/Nevada State Standards SS	Core Knowledge Science
Contents, objectives	Follow link for connection to Common Core Standards: https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/Correlations/rmse_ccss_gradek.pdf	Follow link for connection to Common Core Standards: https://www.mheonline.com/assets/pdf/CMCLearnMore/ccss/cmc_level_a_ccss.pdf	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for Kindergarten beginning on page 11 of the *Core Knowledge SequenceContent Guidelines for Grades K-8/Teacher created materials will be used to teach NSS Social Studies Standards.*	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for Kindergarten beginning on page 19 of the *Core Knowledge Sequence Content Guidelines for Grades K-8.* This curriculum meets Nevada's Science Achievement Indicators.
Skills	Follow link for connection to Scope & Sequence: https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/MoreInfo/Scope%20and%20Sequence/RMSE_GK_Read_SS.pdf	Counting & Cardinality, Operations, Algebraic Thinking, Number & Operations in Basic Ten, Measurement & Data, Geometry	Geography: Spatial Sense (working with maps, globes, and other geographic tools), Overview of Seven Continents, Local Geography, Native American People, Early Exploration (Columbus, Pilgrims, Independence Day), Presidents (past & present), American Symbols & Figures	Plants and Plant Growth, Animals: their needs, Human Body, Magnetism, Seasons & Weather, Taking Care of Earth, Biographies (G.W. Carver, Jane Goodall, Wright brothers)

*This is a target level; students in this grade may be in one of several levels depending upon their achievement level.

Attachment A.3.3

1st Grade

	Reading Mastery 1*	Connecting Math Concepts B*	Core Knowledge History/Nevada State Standards SS	Core Knowledge Science
Content, objectives	Follow link for connection to the Common Core Standards: https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/Correlations/rmse_ccss_grade1.pdf	Follow link for connection to Common Core Standards: https://www.mheonline.com/assets/pdf/CMCLearnMore/ccss/cmc_level_b_ccss.pdf	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for 1st Grade beginning on page 27 of the *Core Knowledge Sequence Content Guidelines for Grades K-8. Teacher created materials will be used to teach NSS Social Studies Standards.*	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for 1st Grade beginning on page 37 of the *Core Knowledge Sequence Content Guidelines for Grades K-8.* This curriculum meets Nevada's Science Achievement Indicators.
Skills	Follow link for connection to the Scope & Sequence: https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/MoreInfo/Scope%20and%20Sequence/RMSE_G1_Read_SS.pdf	Operations, Algebraic Thinking, Number & Operations in Basic Ten, Measurement & Data, Geometry	Geography: Spatial Sense, Early Civilizations, History of World Religions, Modern Civilization and Culture: Mexico, Maya, Inca, Columbus, English Settlers, Early Colonies, American Revolution, Exploring the American West, American Symbols & Figures	Habitats, Oceans, Classification of Animals, Human Body, Matter, Properties of Matter: Measurement, Electricity

*This is a target level; students in this grade may be in one of several levels depending upon their achievement level.

Attachment A.3.3

2nd Grade

	Reading Mastery 2*	Connecting Math Concepts C*	Core Knowledge History/Nevada State Standards SS	Core Knowledge Science
Contents, objectives	Follow link for connection to the Common Core Standards: https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/Correlations/rmse_ccss_grade2.pdf	Follow link for connection to Common Core Standards: https://www.mheonline.com/assets/pdf/CMCLearnMore/ccss/cmc_level_c_ccss.pdf	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for 2nd Grade beginning on page 47 of the *Core Knowledge Sequence Content Guidelines for Grades K-8. Teacher created materials will be used to teach NSS Social Studies Standards.*	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for 2nd Grade beginning on page 59 of the *Core Knowledge Sequence Content Guidelines for Grades K-8.* This curriculum meets Nevada's Science Achievement Indicators.
Skills	Follow link for connection to the Scope & Sequence: https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/MoreInfo/Scope%20and%20Sequence/RMSE_G2_Read_SS.pdf	Operations, Algebraic Thinking, Number & Operations in Basic Ten, Measurement & Data, Geometry	Geography: Spatial Sense, Early Civilizations: Asia, Modern Civilization & Culture: Japan, Ancient Greece, American Government, War of 1812, Westward Expansion, Civil War, Immigraion/Citizenship, Civil Rights	Cycles (Seasonal, Life, Water), Insects, Human Body: Digestive system, Magnetism, Simple Machines

*This is a target level; students in this grade may be in one of several levels depending upon their achievement level.

Attachment A.3.3

3rd Grade

	Reading Mastery 3*	Saxon 5/4*	Core Knowledge History/Nevada State Standards SS	Core Knowledge Science
Contents, objectives	Follow link for connection to the Common Core Standards: https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/Correlations/rmse_ccss_grade3.pdf	See appendix A.3.3 Math	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for 3rd Grade beginning on page 69 of the *Core Knowledge Sequence Content Guidelines for Grades K-8. Teacher created materials will be used to teach NSS Social Studies Standards.*	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for 3rd Grade beginning on page 81 of the *Core Knowledge Sequence Content Guidelines for Grades K-8.* This curriculum meets Nevada's Science Achievement Indicators.
Skills	Follow link for connection to the Scope & Sequence: https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/MoreInfo/Scope%20and%20Sequence/RMSE_G3_Read_SS.pdf	Follow link for connection to the Scope & Sequence: http://www.renlearn.com/store/appimages/catalog/links/s_54ss.pdf	Spatial Sense, Geography: Canada & World Rivers, Ancient Rome, Vikings, Earliest Americans, Spanish Exploration of North America, 13 Colonies	Classification of Animals, Human Body, Light & optics, Sound, Ecology, Astronomy

*This is a target level; students in this grade may be in one of several levels depending upon their achievement level.

Attachment A.3.3

4th Grade

	Reading Mastery 4*	Saxon 6/5*	Core Knowledge History/Nevada State Standards SS	Core Knowledge Science
Contents, objectives	Follow link for connection to the Common Core Standards: https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/Correlations/rmse_ccss_grade4.pdf	See appendix A.3.3 Math	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for 4th Grade beginning on page 81 of the *Core Knowledge Sequence Content Guidelines for Grades K-8. Teacher created materials will be used to teach NSS Social Studies Standards.*	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for 4th Grade beginning on page 105 of the *Core Knowledge Sequence Content Guidelines for Grades K-8.* This curriculum meets Nevada's Science Achievement Indicators.
Skills	Follow link for connection to the Scope & Sequence: https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/MoreInfo/Scope%20and%20Sequence/RMSE_G4_Read_SS.pdf	Follow link for connection to the Scope & Sequence: http://www.renlearn.com/store/appimages/catalog/links/S_65SS.pdf	Spatial Sense, Europe in the Middle Ages, "Holy Wars" (spread of Islam), Medieval African Kingdoms, China: Dynasties and Conquerors, American Revolution, Constitutions and Governments, Early Presidents, Reformers; Nevada State History	The Human Body: respiratory system, Chemistry, Properties of Matter, Electricity, Geology,Meteorology

*This is a target level; students in this grade may be in one of several levels depending upon their achievement level.

Attachment A.3.3

5th Grade

	Reading Mastery 5*	Saxon 7/6*	Core Knowledge History/Nevada State Standards SS	Core Knowledge Science
Contents, objectives	Follow link for connection to the Common Core Standards: https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/Correlations/rmse_ccss_grade5.pdf	See appendix A.3.3 Math	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for 5th Grade beginning on page 112 of the *Core Knowledge Sequence Content Guidelines for Grades K-8. Teacher created materials will be used to teach Nev. Social Studies Standards.*	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for 5th Grade beginning on page 126 of the *Core Knowledge Sequence Content Guidelines for Grades K-8.* This curriculum meets Nevada's Science Achievement Indicators.
Skills	Follow link for connection to the Scope & Sequence: https://www.mheonline.com/assets/sra_download/ReadingMasterySignatureEdition/MoreInfo/Scope%20and%20Sequence/RMSE_G5_Read_SS.pdf	Follow link for connection to the Scope & Sequence: http://www.renlearn.com/store/appimages/catalog/links/S_76SS.pdf	World Geography, Spatial Sense, Meso-American Civilizations, European Exploration, Renaissance and the Reformation, England and the Golden Age, Russia, Feudal Japan, Westward Expansion, Civil War, Native Americans	Classification of Living Things, Cells, Plants, Life Cycles, Reproduction, Human Body: Adolescence, Endocrine System, Reproductive System, Chemistry

*This is a target level; students in this grade may be in one of several levels depending upon their achievement level.

Attachment A.3.3

6th Grade

	6th Grade ELA: Core Knowledge: Novels*	Saxon Math Course 1*	Core Knowledge History/Nevada State Standards SS	Core Knowledge Science
Contents, objectives	Content and objectives are based on the requirements from *Core Knowledge Sequence Content Guidelines for Grades K-8* beginning on page 133.	Follow link for connection to Common Core Standards: http://www.gardenhomesluth eran.org/home/2311/3660/Im ages/CCSS_SaxonCourse1_2_3 .pdf	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for 6th Grade beginning on page 137 of the *Core Knowledge Sequence found here: http://www.coreknowledge.or g/mimik/mimik_uploads/docu ments/480/CKFSequence_Rev. pdf Teacher created materials will be used to teach Nev. Social Studies Standards.* Supplemental Text: Pearson Core Knowledge History. World Geography, Lasting Ideas from Ancient Civilizations, World Religions, The Enlightenment, The French Revolution, Romanticism, Insdustrialism, Capitalism, Socialism, Immigration, Urbanization	We will be using the contents and objectives as outlined in the Core Knowledge Sequence for 6th Grade beginning on page 152 of the *Core Knowledge Sequence. Content Guidelines for Grades K-8.* This curriculum meets Nevada's Science Achievement Indicators. Texts: Holt, Rinehart & Winston Short Courses; Plate Tectonics, Oceans, Astronomy, Energy, Physican Change: Energy Transfer, The Human Body: Circulatory System and Immune System
Skills	Writing, Grammar & Usage, Research Skills, Spelling, Vocabulary, Fiction & Drama, Classical Mythology, Literary Terms, Sayings and Phrases	Follow link for connection to the Scope & Sequence: http://www.renlearn.com/sto re/appimages/catalog/links/S_ 87SS.pdf		

*This is a target level; students in this grade may be in one of several levels depending upon their achievement level.

Attachment A.3.3

7th Grade

	English 1.0	Saxon Pre Algebra*	Saxon Algebra I*
Contents, objectives	Students will study a vast amount of classic literature. The intent of the course is to help students read and analyze writing and develop advanced writing skills. Students should not only learn about their readings, they should learn from the classic literature. Assignments and papers will assist students with their grammar and syntax as they follow the example of great writers. Our objectives directly align to the Common Core.	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3) Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.
Skills	Many different skills are taught in this teacher curriculum. The lessons have been carefully created to follow Common Core standards and objectives. Some of the skills include: createdmetaphor, simile, characterization, setting, tone, plot pyramid, foreshadowing, theme, alliteration, rhyme, personification, conflict, irony, and diction.	Follow link for connection to the Scope & Sequence: http://www.renlearn.com/store/appimages/catalog/links/SAlg12SS.pdf	Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf

*This is a target level; students in this grade may be in one of several levels depending upon their achievement level.

Attachment A.3.3

Saxon Algebra II*	Social Studies: Understanding US History Vol. 1/Nevada Studies 1.0	Core Knowledge/Nevada Science 1.0
These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3) Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.	The course is designed as a survey of American history with an emphasis on the development of the U.S. through 1875. The course can be taught using a thematic approach or in chronological order. Students will explore the growth of Nevada from statehood to present day. Students will examine the processes of government, regions of the state, and analyze the influence of the availability of natural and human resources on the development of Nevada. Text: Understanding U.S. History v. 1 by David Carnine et al.	The Core Knowledge Science sequence is found here: http://www.coreknowledge.org/mimik/mimik_uploads/documents/480/CKFSequence_Rev.pdf We use supplemental Science texts to teach the different units. Texts: Holt, Rinehart & Winston Short Courses
Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf	Sequence of Skills Learned: Native American Culture, European Exploration/Colonization, 13 Colonies, Revolutionary War, Constitution, Bill of Rights, Political Parties,Westward Expansion, People's Rights/Slavery/Native Americans, US Economy, Civil War, Competition and Cooperation in late 1800's, Progressive Era, International Politics of 1870-1914	The Core Knowledge Science sequence is found here: http://www.coreknowledge.org/mimik/mimik_uploads/documents/480/CKFSequence_Rev.pdf ***The NGSS may be adopted by Nevada before the opening of the school, if so we will review our content and re-align. This curriculum meets Nevada's current Science Achievement Indicators.***

Attachment A.3.3

8th Grade

	English 1.0	Saxon Pre Algebra*	Saxon Algebra I*
Contents, objectives	Students will study a vast amount of classic literature. The intent of the course is to help students read and analyze writing and develop advanced writing skills. Students should not only learn about their readings, they should learn from the classic literature. Assignments and papers will assist students with their grammar and syntax as they follow the example of great writers. Our objectives directly align to the Common Core.	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)
Skills	Many different skills are taught in this teacher curriculum. The lessons have been carefully created to follow Common Core standards and objectives. Some of the skills include: memorization and identification of nuanced devices (allusion, anaphora, bildungsroman, aside, blank verse, couplet, verbal irony, enjambment, ethos, pathos, logos, hyperbole, idiom, imagery, juxtaposition, meter, narrator, paradox, parallelism, anthropomorphism, point of view, pun, symbol, plus logical fallacies).	Follow link for connection to the Scope & Sequence: http://www.renlearn.com/store/appimages/catalog/links/SAlg12SS.pdf	Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf

*This is a target level; students in this grade may be in one of several levels depending upon their achievement level.

Attachment A.3.3

Saxon Algebra II*	Saxon Geometry*	Saxon Pre-Calculus*	Calculus*
These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3) Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.	Most of Saxon Geometry I is embedded in Saxon Algebra 1 and Algebra II texts, however there is a Saxon Geometry text (homeschool edition) that we use as a resource. These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3) Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.	The Calculus course offered is a University/AP-based Calculus course. Finney, Demana, Waits, and Kennedy – Calculus a Complete Course preferred text. Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.
Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf	Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf	Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/E657B670-6CB1-4860-A7A5-72366BB23C38/0/Algebra_SS.pdf	Sequence of Skills Learned: Prerequisites for Calculus, Limits and Continuity of Functions, Derivitives, Definite Integral, Applications of the Definite Integral, Analytic Geometry, Exponential and Logarithmic Functions, Other Transcendental Functions, Additional Techniques and Applications of Integration, Indeterminate Forms, Improper Integrals, Taylors Formula, Infinite Series, Plane Curves, Polar Coordinates, Vectors, Solid Analytic Geometry, Parital Differentiation

Attachment A.3.3

Statistics*	Science	Social Studies: Understanding US History Vol. 2
We do not have a course designated at this time. The chosen course will be an AP-based statistic course.	The Core Knowledge Science sequence is found here: http://www.coreknowledge.org/mimik/mimik_uploads/documents/480/CKFSequence_Rev.pdf We use supplemental Science texts to teach the different units. Texts:*	This course is designed as a 1 semester course of American History from 1875 through WWII, with units on Government. The second semester focuses on World History and Geography. Students investigate the development of ancient civilizations and regions through the Age of Exploration.
	The Core Knowledge Science sequence is found here: http://www.coreknowledge.org/mimik/mimik_uploads/documents/480/CKFSequence_Rev.pdf ***The NGSS may be adopted by Nevada before the opening of the school, if so we will review our content and re-align. This curriculum meets Nevada's current Science Achievement Indicators.***	Sequence of Skills Learned: America After the Civil War, Big Business, Progressive Era, American Expansion into International Politics, World War 1, 1920's, Great Depression, The New Deal, World War 2, Foreign Policy, Post-War Prosperity: 1945-1960, Vietnam Ear: 1960-1975, Civil Unrest, CIvil Rights, Foreign and Domesic Affairs: 1975-1995

Attachment A.3.3

9th Grade

	English 9 1.0	Saxon Pre Algebra*	Saxon Algebra I*/Integrated Mathematics I
Contents, objectives	Students will study a vast amount of classic literature. The intent of the course is to help students read and analyze writing and develop advanced writing skills. Students should not only learn about their readings, they should learn from the classic literature. Assignments and papers will assist students with their grammar and syntax as they follow the example of great writers. Our objectives directly align to the Common Core.	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)
Skills	Many different skills are taught in this teacher curriculum. The lessons have been carefully created to follow Common Core standards and objectives. Some of the skills include: memorization and identification of advanced devices (oxymoron, anthimeria, conceit, denoument, ellipsis, litodes, dramatic irony, soliloquy, onamatopoeia, quip, foil, and in media res).	Follow link for connection to the Scope & Sequence: http://www.renlearn.com/store/appimages/catalog/links/SAlg12SS.pdf	Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf

Follow link for connection to the Common Core Standards: http://www.corestandards.org/the-standards

Attachment A.3.3

Saxon Algebra II*/Integrated Mathematics II	Saxon Geometry*	Saxon Pre-Calculus*/Integrated Mathematics III (Saxon	Calculus*
These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3) Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.	Most of Saxon Geometry I is embedded in Saxon Algebra 1 and Algebra II texts, however there is a Saxon Geometry text (homeschool edition) that we use as a resource. These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3) Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.	The Calculus course offered is a University/AP-based Calculus course. Finney, Demana, Waits, and Kennedy – Calculus a Complete Course preferred text. Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.
Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf	We may only offer Geometry as a stand-alone course for students needing it for graduation who are not in the Math 1,2 and 3 cycle.Follow link for connection to the Scope & Sequence: http://saxonhomeschool.hmhco.com/en/resources/result.htm?title=scope	Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/E657B670-6CB1-4860-A7A5-72366BB23C38/0/Algebra_SS.pdf	Sequence of Skills Learned: Prerequisites for Calculus, Limits and Continuity of Functions, Derivitives, Definite Integral, Applications of the Definite Integral, Analytic Geometry, Exponential and Logarithmic Functions, Other Transcendental Functions, Additional Techniques and Applications of Integration, Indeterminate Forms, Improper Integrals, Taylors Formula, Infinite Series, Plane Curves, Polar Coordinates, Vectors, Solid Analytic Geometry, Parital Differentiation

Attachment A.3.3

Statistics*	Critical Thinking/Nevada Science 1.0	Social Studies/Geography 1.0/Nevada Studies
We do not have a text designated at this time. The chosen course will be an AP-based statistic course.	This course focuses on Physics topics, encompasses technology and is a project based course that emphasis the scientific process, experimental design, engineering, and critical thinking. This is a preparatory course for AP Chem, Bio and Physics.	Geography is described as the study of the "why of the where." Geography for Life will explore how to use geography as a tool to better understand the world in which we live. Students will learn to evaluate and question the why and where of spatial perceptions that are read, seen, and heard. The six standards identified below are best understood when using the following geographic themes: location, place, movement, region, and human-environmental interaction. Geography for Life is designed as a semester course. A semester course will include map skills with physical and human geography essentials, beginning with North America, South America, Europe, and their connections to other world regions. The year-long courseWorld Geography continues to use previously learned geography skills connected to the remaining areas of the world.

Attachment A.3.3

10th Grade	Literature and Compostition 1.0	Saxon Pre Algebra*	Saxon Algebra I*/Integrated Mathematics I
Contents, objectives	This course will allow students to further delve into classic literature and fine-tune their writing skills. Students must show an ability to discuss literature while analyzing themes, symbolism, motifs, foreshadowing, alliterations, and other powerful tools in writing. They will also be writing extensively throughout the course to develop their own writing skills. Our objectives directly align to the Common Core.	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)
Skills	Memorization and identification of the most essential literary devices (metaphor, simile, characterization, setting, tone, plot pyramid, foreshadowing, theme, alliteration, rhyme, personification, conflict, irony, and diction). Synthesis of the most essential list; memorization and identification of nuanced devices: allusion, anaphora, bildungsroman, aside, blank verse, couplet, verbal irony, enjambment, ethos, pathos, logos, hyperbole, idiom, imagery, juxtaposition, meter, narrator, paradox, parallelism, anthropomorphism, point of view, pun, symbol, plus logical fallacies.	Follow link for connection to the Scope & Sequence: http://www.renlearn.com/store/appimages/catalog/links/SAlg12SS.pdf	Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf

Follow link for connection to the Common Core Standards: http://www.corestandards.org/the-standards

Attachment A.3.3

Saxon Algebra II*/Integrated Mathematics II	Saxon Geometry*	Saxon Pre-Calculus*/Integrated Mathematics III (Saxon	Calculus*
These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3) Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.	This will not likely be a stand alone course, as Integrated Math comes online. Most of Saxon Geometry I is embedded in Saxon Algebra 1 and Algebra II texts, however there is a Saxon Geometry text (homeschool edition) that we use as a resource. These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3) Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.	The Calculus course offered is a University/AP-based Calculus course. Finney, Demana, Waits, and Kennedy – Calculus a Complete Course preferred text. Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.
Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf	Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf	Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/E657B670-6CB1-4860-A7A5-72366BB23C38/0/Algebra_SS.pdf	Sequence of Skills Learned: Prerequisites for Calculus, Limits and Continuity of Functions, Derivitives, Definite Integral, Applications of the Definite Integral, Analytic Geometry, Exponential and Logarithmic Functions, Other Transcendental Functions, Additional Techniques and Applications of Integration, Indeterminate Forms, Improper Integrals, Taylors Formula, Infinite Series, Plane Curves, Polar Coordinates, Vectors, Solid Analytic Geometry, Parital Differentiation

Attachment A.3.3

Statistics*	Biology and AP Biology 1.0	World History 1.0
We do not have a text designated at this time. The chosen course will be an AP-based statistic course.	Biology: Glencoe The Dynamics of Life Alton/Biggs; Whitney Hagins	Understanding United States history is essential for the continuation of our democratic society. This course will help students make connections between their world and the rich heritage of United States history. The course is designed as a survey of American history with an emphasis on post-Reconstruction America (1876-Present), but should include a review of the earlier period. The course can be taught using a thematic approach or in chronological order.
	Scope and Sequence/TOC found here:	First Civilizations, Ancient India, Rise of Empires, China, Greeks, Romans, Emergence of New World Patterns, Americas, Islam, Byzantium, Africa, Southern Asia, China, Making of Europe, Modern Patterns of World History, Europe Transformed, Muslim Empires, East Asian World, Global Civilization since 1945, Cold War, Communism on Trial, Europe since 1945, Nation-Building in Africa and the Middle East, Toward the Pacific Century

Attachment A.3.3

11th Grade

	Language and Compostition 1.0	Saxon Pre Algebra*
Contents, objectives	Students will be able to read and critique writings during colonial and modern American history through the study of Puritanism, Romanticism, Realism, Naturalism, Modern Pessimism, and Deism. This class will examine the literature as well as the development of unique philosophies and points of view as they related to historical conditions. The context of each piece will be investigated as it affected the author and consequently those who read it. Writing correctly and persuasively will be the focus of this course. Students will master an immense amount of vocabulary while continually writing accurately. Students will be able to use sentence variation using different lengths and formats to keep their writing interesting and powerful. A portion of the course will be dedicated to critical reading of literary texts as well as critical responses to authors. Our objectives directly follow the Common Core.	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)
Skills		Follow link for connection to the Scope & Sequence: http://www.renlearn.com/store/appimages/catalog/links/SAlg12SS.pdf

Follow link for connection to the Common Core Standards: http://www.corestandards.org/the-standards

Attachment A.3.3

Saxon Algebra I*/Integrated Mathematics I	Saxon Algebra II*/Integrated Mathematics II	Saxon Geometry*	Saxon Pre-Calculus */Integrated Mathematics III (Saxon Advanced Math Text)
These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3) Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.	This will not likely be a stand alone course, as Integrated Math comes online. Most of Saxon Geometry I is embedded in Saxon Algebra 1 and Algebra II texts, however there is a Saxon Geometry text (homeschool edition) that we use as a resource. These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3) Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.
Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf	Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf	Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf	Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/E657B670-6CB1-4860-A7A5-72366BB23C38/0/Algebra_SS.pdf

Attachment A.3.3

Calculus*	Statistics*	Chemistry	AP U.S. History (The American Pageant) 1.0
The Calculus course offered is a University/AP-based Calculus course. Finney, Demana, Waits, and Kennedy – Calculus a Complete Course preferred text. Supplemental teacher-created material will also be used to "fill out" the curriculum as needed. Sequence of Skills Learned: Prerequisites for Calculus, Limits and Continuity of Functions, Derivitives, Definite Integral, Applications of the Definite Integral, Analytic Geometry, Exponential and Logarithmic Functions, Other Transcendental Functions, Additional Techniques and Applications of Integration, Indeterminate Forms, Improper Integrals, Taylors Formula, Infinite Series, Plane Curves, Polar Coordinates, Vectors, Solid Analytic Geometry, Parital Differentiation	We do not have a text designated at this time. The chosen course will be an AP-based statistic course.	Standard: World of Chemistry Zumdahl AP Chem: Zumdahl, Zumdahl We will use a textbook and teacher created materials to deliver the skills and content necessary to bring students to mastery levels in their chosen course.	The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of United States democracy. Upon completion of this course the student will understand the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. This course is recommended for seniors due to their proximity to voting age. Founding the New Nation: New World Beginnings, Planting of English America, Northern Colonies, Seventeenth Century, Colonial Society, Duel for North America (Revolution, Pontiac's Uprising), American Secedes from the Empire: 1775-1783, Building the New Nation: Confederation and Constitution, Launching the Young Republic, Jeffersonian Republic (Revolution of 1800), Second War for Independence, Invasion of Canada, Hartford Convention, Missouri Compromise 1820, Mass Democracy, Presidents J.Q. Adams, Jackson, Texas Revolution, two-party system, National Economy 1790-1860, Religious revivals, American Reform, Women's Rights, Slavery, Manifest Destiny, Civil War, Reconstruction, Industrial Society, Industry 1865-1900,

Attachment A.3.3

Geography (Cambridge IGCSE Geography)

Geography is described as the study of the "why of the where." Geography for Life will explore how to use geography as a tool to better understand the world in which we live. Students will learn to evaluate and question the why and where of spatial perceptions that are read, seen, and heard. The six standards identified below are best understood when using the following geographic themes: location, place, movement, region, and human-environmental interaction. Geography for Life is designed as a semester course, **but is recommended to be a year-long course.** A semester course will include map skills with physical and human geography essentials, beginning with North America, South America, Europe, and their connections to other world regions. The year-long course continues to use previously learned geography skills connected to the remaining areas of the world.

Geographical Terms, Population, Settlement, The Natural Environment, Economic Development and Use of Resources, Geographical Skills, Rivers, Tourism, Weather

Attachment A.3.3

12th Grade

	Language and Compostition 1.0	Saxon Algebra II*/Integrated Mathematics II
Contents, objectives	This course will allow students to read authors from a range of literary periods from all parts of the world. The view and cultural influences of each piece of work will be examined as well as background about the author and how his/her experiéences shaped what they wrote. Students will develop skills necessary to read, analyze, and evaluate literature from different areas and time periods. This course is designed to prepare students for increased reading demands in college. Students are assigned more lengthy readings as well as readings within certain professional disciplines. This allows students to increase their reading comprehension while also learning to read more quickly. By completing this course students should also be able to write at a professional level. Our objectives directly follow the Common Core.	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3) Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.
Skills		Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf

Follow link for connection to the Common Core Standards:
http://www.corestandards.org/the-standards

Attachment A.3.3

Saxon Geometry*	Saxon Pre-Calculus / Integrated Mathematics III (Saxon Advanced Math Text)	Calculus*
This will not likely be a stand alone course, as Integrated Math comes online. Most of Saxon Geometry I is embedded in Saxon Algebra 1 and Algebra II texts, however there is a Saxon Geometry text (homeschool edition) that we use as a resource. These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3)	These are the texts we will use to meet all the requirements for the Common Core objectives. (Integrated Math 1, Math 2 & Math 3) Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.	The Calculus course offered is a University/AP-based Calculus course. Finney, Demana, Waits, and Kennedy – Calculus a Complete Course preferred text. Supplemental teacher-created material will also be used to "fill out" the curriculum as needed.
Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/F0D2B54B-2A47-4069-A269-6FADC84DD7CD/0/3807_SXN_HS_CBS_P3_Web.pdf	Follow link for connection to the Scope & Sequence: http://saxonpublishers.hmhco.com/NR/rdonlyres/E657B670-6CB1-4860-A7A5-72366BB23C38/0/Algebra_SS.pdf	Sequence of Skills Learned: Prerequisites for Calculus, Limits and Continuity of Functions, Derivitives, Definite Integral, Applications of the Definite Integral, Analytic Geometry, Exponential and Logarithmic Functions, Other Transcendental Functions, Additional Techniques and Applications of Integration, Indeterminate Forms, Improper Integrals, Taylors Formula, Infinite Series, Plane Curves, Polar Coordinates, Vectors, Solid Analytic Geometry, Parital Differentiation

Attachment A.3.3

Statistics*	AP Physics/Science 1.0	Government and Civics/Econ 1.0

Attachment A.3.4—Nevada State Standards Alignment

American Preparatory Academy is committed to ensuring that its curriculum aligns with the Nevada State Standards. This document will outline, where possible, how that is to be accomplished and how our curricular programs meet this requirement. We find this task of aligning our curriculum to the Nevada State Standards in a paper document to be quite daunting. We want to pledge our assurance that American Preparatory Academy's courses will align with Nevada State Standards and that we will meet or exceed the Standards and Objectives set forth by the Nevada Department of Education in all subject areas.

We have divided this alignment into K-8 courses and High School courses.

K-8 Curriculum and Courses

English Language Arts

American Prep utilizes The Core Knowledge Sequence in grades K-8. This curriculum has been aligned to the Common Core State Standards and this alignment may be found at:

K-5 Alignment:

http://www.coreknowledge.org/mimik/mimik_uploads/documents/521/CK_CCSS_ELAAlignment.pdf

6-8 Alignment:

http://www.coreknowledge.org/mimik/mimik_uploads/documents/691/CK_CCSS_ELA_alignment_G6-G8.pdf

Some of the specific curriculum we utilize to implement the Core Knowledge Sequence Language Arts Curriculum and Nevada State Standards includes:

- Reading Mastery

Attachment A.3.4—Nevada State Standards Alignment

- Spalding Spelling – The Writing Road to Reading
- Shurley English (Grades 1-8)
- Adventures in Language
- High Performance Writing
- Language for Learning, Language for Thinking
- Novel Ideas Literature Studies

Mathematics

American Prep utilizes The Core Knowledge Sequence in grades K-8 for mathematics. This curriculum has been aligned to the Common Core State Standards and this alignment may be found at:

http://coreknowledge.org/mimik/mimik_uploads/documents/520/CK_CCSSMathAlignmentwithMP.pdf

An excerpt from the Core Knowledge Foundation details the relationship between the CCSS and the Core Knowledge Sequence:

"The standards document what students should know and be able to do at the end of each grade. They do not detail everything a student will need to learn in order achieve the standards. By contrast, the Sequence ***provides grade-by-grade, coherently sequenced content and skill guidelines for the teaching and learning that must take place to meet the standards. The Sequence:***

- ***explicitly outlines important mathematical vocabulary, symbols, and tools assumed by the standards, but not defined as standards.***
- ***explicitly addresses content and skills that are merely implied in the standards.***
- ***includes some topics not explicitly addressed in the standards, including:***
    - ***Ordinal Position***
    - ***Orientation in Time (calendar)***
    - ***Roman Numerals***
    - ***Temperature"***

Attachment A.3.4—Nevada State Standards Alignment

American Preparatory Academy utilizes several programs to implement the Core Knowledge Sequence content standards and the CCSS. The primary programs and texts are:

- Connecting Math Concepts A-C (kindergarten through 2nd grade)
- Saxon Math (3rd through 8th grades)

There are several secondary math programs we utilize to fill gaps where the primary programs may not align precisely. A few of these programs are:

- Mountain Math
- MathScore
- Teacher created materials

Social Studies

The Core Knowledge Sequence is the basis for our History and Social Studies course of study in Grades K-8. It meets or exceeds a majority of the Nevada State Standards. A link to the content in Grades K-8 history/social studies can be found here: http://www.coreknowledge.org/mimik/mimik_uploads/documents/480/CKFSequence_Rev.pdf Where necessary to meet standards not covered in the Core Knowledge Sequence (and particularly in areas of Information, Media & Technology Literacy, and Nevada State History in 4th grade and Middle School) teacher-developed content is added to our curriculum maps to ensure specific Nevada State Standards are met.

Attachment A.3.4—Nevada State Standards Alignment

7th-US History I; Understanding U.S. History v. 1 by David Carnine et al.
Standards/Topics Covered:
Introduction to Problems, Solutions, and Effects in U.S. History
Early Native American Culture
European Exploration and Colonization
The Development of the 13 Colonies
The Road to the Revolutionary War
The Revolutionary War
Cooperation Leads to the U.S. Constitution
The Bill of Rights
The Rise of Political Parties
Westward Expansion
People's Rights Problems
Development of the United States' Economy
The Road to the Civil War
The Civil War—The War That United the States

8th-US History II; Understanding U.S. History v. 2 by David Carnine et al.
Topics Covered:
The South After the Civil War
The West After the Civil War
The North After the Civil War
Big Business: Competition and Cooperation in the Late 1800s
Workers and Farmers Attempt to Solve Their Problems
The Progressive Era: 1900-1916
American Expansion and International Politics: 1870-1914
World War I
The Search for Security and Prosperity: The 1920s
The Great Depression and the New Deal
World War II
U.S. Foreign Policy: 1945-1960
Post-War Prosperity: 1945-1960
The Vietnam Era: 1960-1975
The Years of Civil Unrest: 1960-1975
Foreign and Domestic Affairs:1975-1995
Challenges for the 21st Century

Science

The Core Knowledge Sequence is the basis for our Science course of study in Grades K-8. It meets or exceeds a majority of the Nevada State Standards. A link to the content in Grades K-8 Science can be found here:

http://www.coreknowledge.org/mimik/mimik_uploads/documents/480/CKFSeque

nce_Rev.pdf Where necessary to meet standards not covered in the Core Knowledge Sequence teacher-developed content is added to our curriculum maps to ensure specific Nevada State Standards are met. As Nevada is working with the NGSS and it appears that new Science standards may be adopted in 2013, we assure the SPCSA that we will align our Science courses to meet or exceed the NGSS standards, or Nevada State Standards, whichever is in force in Nevada schools while our school is operating.

High School Curriculum and Courses

Social Studies

9th-Geography; People, Place, and Culture by H.J. de Blij et al.

Topics Covered:

1 Introduction to Human Geography.
- Maps in the Time of Cholera Pandemics
- The Spatial Perspective
- Mental Maps
- Generalization in Maps
- Remote Sensing and GIS
- Regions
- Culture
- Connectedness through Diffusion
- Environmental Determinism
- Possibilism
- Today's Human Geography

2 Population.
- Physiologic Population Density
- Population Distribution
- World Population Distribution and Density
- Reliability of Population Data
- Population Growth at World, Regional, National, and Local Scales
- The Demographic Transition
- Future Population Growth
- Infant Mortality
- Child Mortality
- Life Expectancy
- AIDS

The Maladies of Longer Life Expectancy
Limitations
Contradictions

3 Migration.
Cyclic Movement
Periodic Movement
Migration
Forced Migration
Push and Pull Factors in voluntary Migration
Types of Push and Pull Factors
Global Migration Flows
Regional Migration Flows
National migration Flows
Guest Workers
Refugees
Legal Restrictions
Waves of Immigration in the United States
Post-September 11

4 Local Culture, Popular Culture, and Cultural Landscape.
Rural Local Cultures
Urban Local Cultures
Local Cultures and Cultural Appropriation
Authenticity of Places
Hearths of Popular Culture
Replacing Old Hearths with New: Beating Out the Big Three in Popular Sports
Stemming the Tide of Popular Culture-Losing the Local?
Housing Types

5 Identity: Race, Ethnicity, Gender, and Sexuality.
Race
Racism in the United States
Residential Segregation
Identities across Scales
The Scale of New York City
Ethnicity and Place
Identity and Space
Just Who Counts?
Women in Subsaharan Africa
Dowry Deaths in India
Shifting Power Relationships among Ethnic Groups

6 Language.
Language and Culture
Standardized Language
Dialects
Mutual Intelligibility
Language Formation
The Languages of Europe
Languages of Subsaharan Africa

Lingua Franca
Multilingualism
Official Languages
Global Language
Changing Toponyms

7 Religion.
The World Map of Religions Today
From the Hearth of South Asia
From the Hearth of the Huang He River Valley
From the Hearth of the Eastern Mediterranean
Sacred Sites of Jerusalem
Landscapes of Hinduism and Buddhism
Landscapes of Christianity
Landscapes of Islam
Conflicts along Religious Borders
Israel and Palestine
The Horn of Africa
The Former Yugoslavia
Northern Ireland
Religious Fundamentalism and Extremism

8 Political Geography
The Modern State Idea
Nations
Nation-State
Multistate Nations, Multinational States, and Stateless Nations
European Colonialism and the Diffusion of the Nation-State Model
Construction of the Capitalist World Economy
World-Systems and Political Power
The Nation-State Endures
Form of Government
Devolution
Electoral Geography
Establishing Boundaries
Types of Boundaries
Boundary Disputes
Classical Geopolitics
The German School
The British/American School
Influence of Geopoliticians on Politics
Critical Geopolitics
Geopolitical World Order
From League of Nations to United Nations
Regional Supranational Organizations
The European Union
How Does Supranationalism Affect the State

9 Urban Geography
The Hearths of Urbanization
The Role of the Ancient City in Society

Diffusion of Urbanization
Greek Cities
Roman Cities
Urban Growth after Greece and Rome
Site and Situation during European Exploration
The Second Urban Revolution
Central Place Theory
Hexagonal Hinterlands
Central Places Today
Models of the City
Modeling the North American City
Modeling the Cities of the Global Periphery and Semiperiphery
The Latin American City
The African City
The Southeast Asian City
Making Cities in the Global Periphery and Semiperiphery
Making Cities in the Global Core
Urban Sprawl and New Urbanism
Gated Communities
Ethnic Neighborhoods in the European City
Ethnic Neighborhoods in the Global Periphery and Semiperiphery City
Cities as Spaces of Consumption

10 Development
Gross National Income
Development Models
Dependency Theory
Geography and Context
Barriers to Economic Development
Costs of Economic Development
How Government Policies Affect Development
How Governments and Corporations Create Islands of Development
Creating Growth in the Periphery of the Periphery

11 Agriculture
Hunting, Gathering, and Fishing
Terrain and Tools
The First Agricultural Revolution
Domestication of Animals
Hunter-Gatherers in the Modern World
Subsistence Agriculture in the Modern World
Understanding the Spatial Layout of Agriculture
The Third Agricultural Revolution
New Genetically Modified Foods
Regional and Local Change
Villages
Functional Differentiation Within Villages
The World Map of Climates
The World Map of Agriculture
Environmental Impacts of Commercial Agriculture
Agribusiness and the Changing Geography of Agriculture

Loss of Productive Farmland

12 Industry and Services
- The Industrial Revolution
- Diffusion to Mainland Europe
- Weber's Model
- Hotelling's Model
- Losch's Model
- Major Industrial Regions of the World before 1950
- Televisions—the Core, the Semi-periphery, and the Periphery
- New Influences on the Geography of Manufacturing
- China
- Geographical Dimensions of the Service Economy
- High-Technology Corridors

13 Human Environment
- Ocean and Atmosphere
- Fire and Ice
- The Little Ice Age in the Modern Era
- Alteration of Ecosystems
- Environmental Stress
- Water
- Atmosphere
- The Land
- Biodiversity
- Political Ecology
- Population
- Patterns of Consumption
- Technology
- Transportation
- Biological Diversity
- Protection of the Ozone Layer
- Global Climate Change

14 Globalization and the Geography of Networks
- Networks
- Networks in Media
- Networks of Retail Corporations
- Personal Connectedness

This course will meet Geography state standards for grades 9-12 including

- Standard G5.0: The World in Spatial Terms
- Standard G6.0: Places and Regions
- Standard G7.0: Human Systems
- Standard G8.0: Environment and Society

Attachment A.3.4—Nevada State Standards Alignment

10th-World History; World History by William J. Duiker and Jackson J. Spielgovel

Topics Covered:

1. Early Humans and the First Civilizations
2. Ancient India
3. China in Antiquity
4. The Civilization of the Greeks
5. The World of the Romans
6. The New World
7. The Worlds of Islam and Byzantium
8. Early Civilizations in Africa
9. The Expansion of Civilization in South and Southeast Asia
10. The Flowering of Traditional China
11. The East Asian Rimlands: Early Japan, Korea, and Vietnam
12. The Making of Europe
13. The Byzantine Empire and Crisis and Recovery in the West
14. New Encounters: The Creation of a World Market
15. Europe Transformed: Reform and State building
16. The Muslim Empires
17. The East Asian World
18. The West on the Eve of a New World Order
19. The Beginnings of Modernization: Industrialization and Nationalism in the 19th Century
20. The Americas and Society and Culture in the West
21. The High Tide of Imperialism
22. Shadows over the Pacific: East Asia Under Challenge
23. The Beginnings of the Twentieth-Century Crisis: War and Revolution
24. Nationalism, Revolution, and Dictatorship: Asia, The Middle East, and Latin America
25. The Crisis Deepens: World War II
26. East and West in the Grip of the Cold War
27. Brave New World: Communism on Trial
28. Europe and the Western Hemisphere Since 1945
29. Challenges of Nation Building in Africa and the Middle East
30. Toward the Pacific Century?
31. A Global Civilization

This course will meet World History state standards for grades 9-12 including:

- Standard H1.0: People, Civilizations and Cultures
- Standard H2.0: Nation Building and Development
- Standard H3.0: Social Responsibility and Change
- Standard H4.0: International Relationships and Power

11th- (AP) US History

Attachment A.3.4—Nevada State Standards Alignment

Course Objective

"The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format."[1]

Topics Covered:

1. Pre-Columbian Societies
Early inhabitants of the Americas
American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley
American Indian cultures of North America at the time of European contact

2. Transatlantic Encounters and Colonial Beginnings, 1492–1690
First European contacts with American Indians
Spain's empire in North America
French colonization of Canada
English settlement of New England, the Mid-Atlantic region, and the South
From servitude to slavery in the Chesapeake region
Religious diversity in the American colonies
Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the Pueblo Revolt

3. Colonial North America, 1690–1754
Population growth and immigration
Transatlantic trade and the growth of seaports
The eighteenth-century back country
Growth of plantation economies and slave societies
The Enlightenment and the Great Awakening
Colonial governments and imperial policy in British North America

4. The American Revolutionary Era, 1754–1789
The French and Indian War
The Imperial Crisis and resistance to Britain
The War for Independence
State constitutions and the Articles of Confederation
The federal Constitution

5. The Early Republic, 1789–1815
Washington, Hamilton, and shaping of the national government
Emergence of political parties: Federalists and Republicans
Republican Motherhood and education for women
Beginnings of the Second Great Awakening

---

[1] Course objective taken from http://apcentral.collegeboard.com/apc/public/repository/ap-us-history-course-description.pdf

Significance of Jefferson's presidency
Expansion into the trans-Appalachian West; American Indian resistance
Growth of slavery and free Black communities
The War of 1812 and its consequences

6. Transformation of the Economy and Society in Antebellum America
The transportation revolution and creation of a national market economy
Beginnings of industrialization and changes in social and class structures
Immigration and nativist reaction
Planters, yeoman farmers, and slaves in the cotton South

7. The Transformation of Politics in Antebellum America
Emergence of the second party system
Federal authority and its opponents: judicial federalism, the Bank War, tariff controversy, and states' rights debates
Jacksonian democracy and its successes and limitations

8. Religion, Reform, and Renaissance in Antebellum America
Evangelical Protestant revivalism
Social reforms
Ideals of domesticity
Transcendentalism and utopian communities
American Renaissance: literary and artistic expressions

9. Territorial Expansion and Manifest Destiny
Forced removal of American Indians to the trans-Mississippi West
Western migration and cultural interactions
Territorial acquisitions
Early U.S. imperialism: the Mexican War

10. The Crisis of the Union
Pro- and antislavery arguments and conflicts
Compromise of 1850 and popular sovereignty
The Kansas–Nebraska Act and the emergence of the Republican Party
Abraham Lincoln, the election of 1860, and secession

11. Civil War
Two societies at war: mobilization, resources, and internal dissent
Military strategies and foreign diplomacy
Emancipation and the role of African Americans in the war
Social, political, and economic effects of war in the North, South, and West

12. Reconstruction
Presidential and Radical Reconstruction
Southern state governments: aspirations, achievements, failures
Role of African Americans in politics, education, and the economy
Compromise of 1877
Impact of Reconstruction

13. The Origins of the New South
Reconfiguration of southern agriculture: sharecropping and crop-lien system
Expansion of manufacturing and industrialization
The politics of segregation: Jim Crow and disfranchisement

Attachment A.3.4—Nevada State Standards Alignment

14. Development of the West in the Late Nineteenth Century
Expansion and development of western railroads
Competitors for the West: miners, ranchers, homesteaders, and American Indians
Government policy toward American Indians
Gender, race, and ethnicity in the far West
Environmental impacts of western settlement

15. Industrial America in the Late Nineteenth Century
Corporate consolidation of industry
Effects of technological development on the worker and workplace
Labor and unions
National politics and influence of corporate power
Migration and immigration: the changing face of the nation
Proponents and opponents of the new order, e.g., Social Darwinism and Social Gospel

16. Urban Society in the Late Nineteenth Century
Urbanization and the lure of the city
City problems and machine politics
Intellectual and cultural movements and popular entertainment

17. Populism and Progressivism
Agrarian discontent and political issues of the late nineteenth century
Origins of Progressive reform: municipal, state, and national
Roosevelt, Taft, and Wilson as Progressive presidents
Women's roles: family, workplace, education, politics, and reform
Black America: urban migration and civil rights initiatives

18. The Emergence of America as a World Power
American imperialism: political and economic expansion
War in Europe and American neutrality
The First World War at home and abroad
Treaty of Versailles
Society and economy in the postwar years

19. The New Era: 1920s
The business of America and the consumer economy
Republican politics: Harding, Coolidge, and Hoover
The culture of Modernism: science, the arts, and entertainment
Responses to Modernism: religious fundamentalism, nativism, and Prohibition
The ongoing struggle for equality: African Americans and women

20. The Great Depression and the New Deal
Causes of the Great Depression
The Hoover administration's response
Franklin Delano Roosevelt and the New Deal
Labor and union recognition
The New Deal coalition and its critics from the Right and the Left
Surviving hard times: American society during the Great Depression

21. The Second World War
The rise of fascism and militarism in Japan, Italy, and Germany
Prelude to war: policy of neutrality
The attack on Pearl Harbor and United States declaration of war

Attachment A.3.4—Nevada State Standards Alignment

Fighting a multifront war
Diplomacy, war aims, and wartime conferences
The United States as a global power in the Atomic Age

22. The Home Front During the War
Wartime mobilization of the economy
Urban migration and demographic changes
Women, work, and family during the war
Civil liberties and civil rights during wartime
War and regional development
Expansion of government power

23. The United States and the Early Cold War
Origins of the Cold War
Truman and containment
The Cold War in Asia: China, Korea, Vietnam, and Japan
Diplomatic strategies and policies of the Eisenhower and Kennedy administrations
The Red Scare and McCarthyism
Impact of the Cold War on American society

24. The 1950s
Emergence of the modern civil rights movement
The affluent society and "the other America"
Consensus and conformity: suburbia and middle-class America
Social critics, nonconformists, and cultural rebels
Impact of changes in science, technology, and medicine

25. The Turbulent 1960s
From the New Frontier to the Great Society
Expanding movements for civil rights
Cold War confrontations: Asia, Latin America, and Europe
Beginning of Détente
The antiwar movement and the counterculture

26. Politics and Economics at the End of the Twentieth Century
The election of 1968 and the "Silent Majority"
Nixon's challenges: Vietnam, China, and Watergate
Changes in the American economy: the energy crisis, deindustrialization, and the service economy
The New Right and the Reagan revolution
End of the Cold War

27. Society and Culture at the End of the Twentieth Century
Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America
Revolutions in biotechnology, mass communication, and computers
Politics in a multicultural society

28. The United States in the Post–Cold War World
Globalization and the American economy
Unilateralism vs. multilateralism in foreign policy
Domestic and foreign terrorism

Attachment A.3.4—Nevada State Standards Alignment

Environmental issues in a global context[2]

Will meet United States History state standards for grades 9-12 including

- Standard H1.0: People, Civilizations and Cultures
- Standard H2.0: Nation Building and Development
- Standard H3.0: Social Responsibility and Change
- Standard H4.0: International Relationships and Power

12th- (AP) Government/Economics or Financial Planning

Microeconomics Course Objective:

The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The following is a brief discussion of these topics and some aspects of them that a teacher may choose to explore.

Topics Covered:

I. Basic Economic Concepts

The study of microeconomics requires students to understand that, in any economy, the existence of limited resources along with unlimited wants results in the need to make choices. An effective AP course, therefore, begins by introducing the concepts of opportunity costs and trade-offs, and illustrates these concepts by using the production possibilities curve or other analytical examples. The course can then proceed to a consideration of how different types of economies determine which goods and services to produce, how to produce them, and to whom to distribute them. It is also important that students understand why and how specialization and exchange increase the total output of goods and services. Students need to be able to differentiate between absolute and comparative advantage, to identify comparative advantage from differences in opportunity costs, and to apply the concept of comparative advantage, in order to determine the basis under which mutually advantageous trade can take place between countries. Specific examples from actual economic situations can be used to illustrate and reinforce the principles involved. The importance of property rights, the role of incentives in the functioning of free markets, and the principle of marginal analysis should be highlighted.

II. T he Nature and Functions of Product Markets

---

[2] Topics covered taken from http://apcentral.collegeboard.com/apc/public/repository/ap-us-history-course-description.pdf

Attachment A.3.4—Nevada State Standards Alignment

The study of the nature and functions of product markets falls into four broad areas: supply and demand models, consumer choice, production and costs, and theory of the firm.

A well-planned AP course requires an analysis of the determinants of supply and demand and the ways in which changes in these determinants affect equilibrium price and output. In particular, the course helps students make the important distinction between movements along the curves and shifts in the curves. The course also emphasizes the impact of government policies, such as price floors and ceilings, excise taxes, tariffs, and quotas on the free-market price and quantity exchanged. The concepts of consumer surplus and producer surplus should also be introduced. Students are expected to comprehend and apply the concepts of elasticity, including calculating price, cross-price, income elasticities of demand, and the price elasticity of supply.

The next area covered in the course is the theory of consumer choice. Students should gain an understanding of the basic postulates underlying consumer choice: utility, the law of diminishing marginal utility and utility-maximizing conditions, and their application in consumer decision-making and in explaining the law of demand. By examining the demand side of the product market, students learn how incomes, prices, and tastes affect consumer purchases. Here it is important that students understand how to derive an individual's demand curve, how individual and market demand curves are related, and how the income and substitution effects explain the shape of the demand curve.

The third area covers production and cost analysis both in the short run and in the long run. This section begins with an introduction of the short-run production function, describing the relationship between the quantity of inputs and the quantity of output. Within the context of the production function, students should understand average and marginal products as well as the law of diminishing marginal returns. Students learn the link between productivity and costs and examine the relationships among the short-run costs: total, average, and marginal. With an introduction of the concept of cost minimization and productive efficiency, this section also includes a discussion of long-run costs and an examination of economies and diseconomies of scale, as well as returns to scale.

The fourth area covers the behavior of firms in different types of market structures. This section begins with the definition of profits, making the distinction between accounting and economic profits, and establishing the profit-maximizing rule, using marginal analysis. In covering perfect competition, the course focuses on determining short-run and long-run equilibrium, both for the profit-maximizing individual firm and for the industry, and on the equilibrium relationships among price, marginal and average revenues, marginal and average costs, and profits. Students should understand the adjustment process to long-run equilibrium.

In considering the market behavior of a monopolist, students identify and examine the sources of monopoly power and understand the relationship between a monopolist's demand curve and its marginal revenue curve. Students learn how a monopoly's total revenue changes along its demand curve as price varies. Having learned the behavior of monopolies and perfect competition, students should compare a monopolist's price, level of output, and profit with those of a firm operating in a perfectly competitive market. By paying particular attention to the concept of allocative efficiency, students learn how and why competitive markets achieve an efficient allocation of resources, whereas monopolists do not. The concept of deadweight loss is a good device to show the efficiency loss due to monopoly. The model of price discrimination provides another dimension of monopoly behavior that students need to learn and understand. In covering oligopoly, the course stresses the interdependency of firms and their tendency to collude or to form a cartel. With a simple payoff matrix, the basic

game-theory model should be used to enhance a student's understanding of the interdependent behavior of firms in an oligopolistic market and identification of dominant strategies and Nash equilibrium.

Finally, the course considers the market structure of monopolistic competition and highlights the importance of product differentiation and the role of advertising in the behavior of firms. The course then proceeds to examine firm behavior in the short run and in the long run and the existence of excess capacity and its implication for efficiency.

III. Factor Markets

In this section of the course, students also apply the concepts of supply and demand to markets for factors such as labor, capital, and land. Students analyze the concept of derived demand, understand how a factor's marginal product and the marginal revenue product affect the demand for the factor, and consider the role of factor prices in the allocation of scarce resources. When the markets for different factors are considered separately, most attention should be given to the labor market, particularly labor supply and wage and employment determination. Although the course may emphasize perfectly competitive labor markets, the effect of deviations from perfect competition, such as minimum wages, unions, monopsonies, and product market monopolies, can also be considered. The principles studied in the analysis of the labor market should be applied to the markets for land and capital to explain the determination of economic rent and the price of capital. By studying the determination of factor prices, students gain an understanding of how the market determines the distribution of income and the sources of income inequality in a market economy.

IV. Market Failure and the Role of Government

It is important for students to understand the arguments for and against government intervention in an otherwise competitive market. Students examine the conditions for allocative efficiency, using the marginal social benefit and marginal social cost principle, and the ways in which externalities, public goods, and the market distribution of income create market failures even in competitive free-market economies. In addition, students are expected to study the effectiveness of government policies such as subsidies, taxes, quantity controls, and public provision of goods and services, which are designed to correct market failures and achieve allocative efficiency. It is also important both to emphasize that monopolies can cause market failures when they use their market power to engage in behavior that restrains competition and to examine the government's attempt to solve such problems by using antitrust policy and regulations. Although there is not a generally accepted standard for judging the equity of an economy's income distribution, a well-designed course will incorporate key measures of income distribution (Lorenz curve and Gini coefficient) and examine the impact of government tax policies and transfer programs, both on the distribution of income and on allocative efficiency.

Macroeconomics Course Objective:

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. There is no single approach that an AP Macroeconomics course is expected to

follow. Whatever the approach, however, AP teachers are advised to take into account certain topics generally covered in college courses. The following is a brief discussion of these topics and some aspects of them that a teacher may choose to explore.

Topics Covered

I. Basic Economic Concepts

A macroeconomics course introduces students to fundamental economic concepts such as scarcity and opportunity costs. Students understand the distinction between absolute and comparative advantage, and apply the principle of comparative advantage to determine the basis on which mutually advantageous trade can take place between individuals and/or countries, and to identify comparative advantage from differences in opportunity costs. Other basic concepts that are explored include the functions performed by an economic system, and the way the tools of supply and demand are used to analyze the workings of a free market economy. The course should also introduce the concept of the business cycle to give students an overview of economic fluctuations and to highlight the dynamics of unemployment, inflation, and economic growth. Coverage of these concepts provides students with the foundation for a thorough understanding of macroeconomic concepts and issues.

II. Measurement of Economic Performance

To provide an overview of how the economy works, the course should start with a model of the circular flow of income and products that contains the four sectors: households, businesses, government, and international. It is important to identify and examine the key measures of economic performance: gross domestic product, unemployment, and inflation.

In studying the concept of gross domestic product, it is also important that students learn how gross domestic product is measured, have a clear understanding of its components, and be able to distinguish between real and nominal gross domestic product. The course should examine the nature and causes of unemployment, the costs of unemployment, and how the unemployment rate is measured, including the criticisms associated with the measurement of the unemployment rate. It is also important to understand the concept of the natural rate of unemployment and the factors that affect it. Students should also have an understanding of inflation and how it is measured. In this section, the course should cover the costs of inflation; the main price indices, such as the consumer price index (CPI) and the gross domestic product deflator. Students should learn how these indices are constructed and used to convert nominal values into real values, as well as to convert dollar values in the past to dollar values in the present. It is also important to highlight the differences between the two price indices as a measure of inflation, as well as the problems associated with each measure.

III. National Income and Price Determination

This section introduces the aggregate supply and aggregate demand model to explain the determination of equilibrium national output and the general price level, as well as to analyze and evaluate the effects of public policy. It is important to discuss the aggregate demand and aggregate supply concepts individually to provide students a firm understanding of the mechanics of the aggregate demand and aggregate supply model.

The aggregate demand and aggregate supply analysis often begins with a general discussion of the nature and shape of the aggregate demand and aggregate supply curves and the factors that affect them. A detailed study of aggregate demand may begin by defining the four components of aggregate demand: consumption, investment, government spending, and net exports. It also examines why the

aggregate demand curve slopes downward and how changes in the determinants affect the aggregate demand curve. The spending-multiplier concept and its impact on aggregate demand, and how crowding out lessens this impact, should be demonstrated as well. The course can then present the definition and determinants of aggregate supply, the different views about the shape of the aggregate supply curve in the short run and in the long run, and highlight the importance of the shape in determining the effect of changes in aggregate demand on the economy. It is also important to understand the notion of sticky-price and sticky-wage models and their implication for the aggregate supply curve in comparison to flexible prices and wages.
Students should be able to use the aggregate demand and aggregate supply model to determine equilibrium income and price level and to analyze the impact of economic fluctuations on the economy's output and price level, both in the short run and in the long run.

IV. Financial Sector

To understand how monetary policy works, students must understand the definitions of both the money supply and money demand and the factors that affect each of them. Here the course introduces students to the definition of money and other financial assets, such as bonds and stocks, the time value of money, measures of the money supply, fractional reserve banking, and the Federal Reserve System. In presenting the money supply, it is important to introduce the process of multiple-deposit expansion and money creation using T-accounts, and the use of the money multiplier. In learning about monetary policy, it is important to define money demand and examine its determinants. Having completed the study of money supply and money demand, the course should proceed to investigate how equilibrium in the money market determines the equilibrium nominal interest rate. Using the investment demand curve, the students should establish the link between changes in the real interest rate and changes in aggregate demand and understand how changes in aggregate demand affect real output and price level. Students should have an understanding of financial markets and the working of the loanable funds market in determining the real interest rate. It is also important that students develop a clear understanding of the differences between the money market and the loanable funds market.

Having an understanding of the financial markets, students should identify and examine the tools of central bank policy and their impact on the money supply and interest rate. Students should understand the distinction between nominal and real interest rates. Students should also be introduced to the quantity theory of money, and examine and understand the effect of monetary policy on real output growth and inflation.

V. Stabilization Policies

Public policy can affect the economy's output, price level, and level of employment, both in the short run and in the long run. Students should learn to analyze the impacts of fiscal policy and monetary policy on aggregate demand and on aggregate supply, as well as on the economy's output and price level, both in the short run and in the long run. It is also important to understand how an economy responds to a shortrun shock and adjusts to long-run equilibrium in the absence of any public policy actions.

With both monetary and fiscal policies now incorporated in the analysis of aggregate demand and aggregate supply, an understanding of the interactions between the two is essential. Students should also examine the economic effects of government budget deficits, including crowding out; consider the issues involved in

determining the burden of the national debt; and explore the relationships between deficits, interest rates, and inflation. The course should distinguish between the short-run and long-run impacts of monetary and fiscal policies and trace the shortrun and long-run effects of supply shocks. Short-run and long-run Phillips curves are introduced to help students gain an understanding of the inflation-unemployment trade-off and how this trade-off may differ in the short and long run. In this section, the course identifies the causes of inflation and illustrates them by using the aggregate demand and aggregate supply model. A well-rounded course also includes an examination of the significance of expectations, including inflationary expectations.

VI. Economic Growth

The course should introduce the concept and meaning of long-run economic growth and examine how economic growth occurs. Students should understand the role of productivity in raising real output and the standard of living, and the role of investment in human capital formation and physical capital accumulation, research and development, and technical progress in promoting economic growth. Having learned the determinants of growth, students should examine how public policies influence the long-run economic growth of an economy.

VII. Open Economy: International Trade and Finance

An open economy interacts with the rest of the world both through the goods market and the financial markets, and it is important to understand how a country's transactions with the rest of the world are recorded in the balance of payments accounts. Students should understand the meaning of trade balance, the distinction between the current account balance and the financial account (formerly known as capital account) balance, and the implications for the foreign exchange market.

The course should also focus on the foreign exchange market and examine how the equilibrium exchange rate is determined. Students should understand how market forces and public policy affect currency demand and currency supply in the foreign exchange markets and lead to currency appreciation or depreciation. How financial capital flows affect exchange rates, and how appreciation or depreciation of a currency affects a country's exports and imports should be an integral part of the presentation. Having learned the mechanics of the foreign exchange markets, students should then understand how changes in net exports and financial capital flows affect financial and goods markets.

It is important to examine what the effects of trade restrictions are, how the international payments system hinders or facilitates trade, how domestic policy actions affect international finance and trade, and how international exchange rates affect domestic policy goals.

Will meet Economics state standards for grades 6-12 including

- Standard E9.0: The Market Economy
- Standard E10.0: The U.S. Economy as a Whole
- Standard E11.0: The Dynamic Economy
- Standard E12.0The International Economy

United States Government and Politics Course Objectives

This course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses. The following is a discussion of these topics and some questions that should be explored in the course.

Students successfully completing this course will:

- know important facts, concepts, and theories pertaining to U.S. government and politics
- understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
- be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats)
- be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum

To help students meet these goals, the course should cover the following topics.

Topics Covered:

I. Constitutional Underpinnings of United States Government

The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to federalism, the separation of powers, and checks and balances.
Understanding these developments involves both knowledge of the historical situation at the time of the Constitutional Convention and an awareness of the ideological and philosophical traditions on which the framers drew. Such understanding addresses specific concerns of the framers: for example, why did Madison fear factions? What were the reasons for the swift adoption of the Bill of Rights? Familiarity with the United States Supreme Court's interpretation of key provisions of the Constitution will aid student understanding of theoretical and practical features of federalism, separation of powers, and checks and balances. Students should be familiar with a variety of theoretical perspectives relating to the Constitution, such as democratic theory, theories of republican government, pluralism, and elitism.

II. Political Beliefs and Behaviors

Individual citizens hold a variety of beliefs about their government, its leaders, and the U.S. political system in general; taken together, these beliefs form the foundation of U.S. political culture. It is important for students to understand how these beliefs are formed, how they evolve, and the processes by which they are transmitted. Students should know why U.S. citizens hold certain beliefs about politics, and how families, schools, and the media act to perpetuate or change these beliefs. Understanding the ways in which political culture affects and informs political participation is also critical. For example, students should know that individuals often engage in multiple

forms of political participation, including voting, protest, and mass movements. Students should understand why individuals engage in various forms of political participation and how that participation may affect the political system.
Finally, it is essential that students understand what leads citizens to differ from one another in their political beliefs and behaviors and the political consequences of these differences. To understand these differences, students should focus on the demographic features of the American population and the different views that people hold of the political process. They should be aware of group differences in political beliefs and behavior. Students should also understand how changes in political participation affect the political system.

III. Political Parties, Interest Groups, and Mass Media

Students should understand the mechanisms that allow citizens to organize and communicate their interests and concerns. Among these are political parties, elections, political action committees (PACs), interest groups, and the mass media. Students should examine the significance of the historical evolution of the U.S. party system, the functions and structures of political parties, and the effects they have on the political process. Examination of issues of party reform and of campaign strategies and financing in the electronic age provides students with important perspectives. A study of elections, election laws, and election systems on the national and state levels will help students understand the nature of both party and individual voting behavior. Treatment of the development and the role of PACs in elections and the ideological and demographic differences between the two major parties, as well as third parties, forms an important segment of this material.
Students must also consider the political roles played by a variety of lobbying and interest groups. Important features of this section of the course include an explanation for why some interests are represented by organized groups while others are not, and the consequences of this difference in representation. Students study what interest groups do, how they do it, and how this affects both the political process and public policy. Why are certain segments of the population able to exert pressure on political institutions and actors in order to obtain favorable policies?

The media are a major force in U.S. politics. Students are expected to understand the role of the media in the political system. In addition, the impact of the media on public opinion, voter perceptions, campaign strategies, electoral outcomes, agenda development, and the images of officials and candidates should be explored and understood by students. Understanding the often symbiotic and frequently conflictual relationship among candidates, elected officials, and the media is also important.
Students should be aware of the goals and incentives of the media as an industry and how those goals influence the nature of news coverage. They should also understand the consequences of the increasing concentration of major media outlets in fewer hands, as well as the growing role of the Internet.

IV. Institutions of National Government

Students must become familiar with the organization and powers, both formal and informal, of the major political institutions in the United States: the Congress, the presidency, the bureaucracy, and the federal courts. Students should understand that these are separate institutions sharing powers and the implications of that arrangement. The functions these institutions perform and do not perform, as well as the powers that they do and do not possess, are important. It is necessary for students

to understand that power balances and relationships between these institutions may evolve gradually or change dramatically as a result of crises. Students are also expected to understand ties between the various branches of national government and political parties, interest groups, the media, and state and local governments. For example, a study of the conflicting interests and powers of the president and Congress may help explain repeated struggles to adopt a national budget.

V. Public Policy

Public policy is the result of interactions and dynamics among actors, interests, institutions, and processes. The formation of policy agendas, the enactment of public policies by Congress and the president, and the implementation and interpretation of policies by the bureaucracy and the courts are all stages in the policy process with which students should be familiar. Students should also investigate policy networks and issue networks in the domestic and foreign policy areas. The study of these will give students a clear understanding of the impact of federalism, interest groups, parties, and elections on policy processes and policymaking in the federal context. Students should be familiar with major public policies.

VI. Civil Rights and Civil Liberties

An understanding of United States politics includes the study of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the United States Supreme Court and familiarity with its most significant decisions. Students should examine judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; and the rights of minority groups and women. For example, students should understand the legal, social, and political evolution following the Supreme Court's decisions regarding racial segregation. Students should also be aware of how the Fourteenth Amendment and the doctrine of selective incorporation have been used to extend protection of rights and liberties. Finally, it is important that students be able to assess the strengths and weaknesses of Supreme Court decisions as tools of social change.

Will meet Civics state standards for grades 9-12 including

- Standard C13.0: Citizenship and the Law
- Standard C14.0: The Federal System
- Standard C15.0: The Political Process
- Standard C16.0: Global Relations

Mathematics

We align with the Common Core State Standards for Mathematics. The CCSS can be found here:

http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf.

Our math course progression is as follows. :

- Saxon Math Level 8/7

Attachment A.3.4—Nevada State Standards Alignment

- Saxon Math Pre-Algebra
- Saxon Math Algebra *I (moving to Integrated Math 1)*
- Saxon Math Algebra II *(moving to Integrated Math 2)*
- Pre-Calculus *(moving to Integrated Math 3)*
- Calculus, *AP Calculus*

Saxon Math Level 8/7

See Saxon Math Algebra ½ Scope and Sequence:

http://saxonpublishers.hmhco.com/HA/correlations/pdf/s/SaxonC123ScopenSequenceNEW.pdf

Common Core State Standards Grade 7:

- Ratios and Proportional Relationships
  - Analyze proportional relationships and use them to solve real-world and mathematical problems
  - **See Lesson 39-Proportions, L. 81-Using Proportions to Solve Percent Problems,**
- The Number System
  - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
  - **L. 35-Adding, Subtracting, Multiplying, and Dividing Decimal Numbers, L. 52-Order of Operations, Lesson 60-Fractional Part of a Number**
- Expressions and Equations
  - Use properties of operations to generate equivalent expressions
  - Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
  - **See Investigation 7-Balanced Equations, L. 41-Distributive Property, L. 52-Order of Operations, L. 85-Order of Operations with Signed Numbers L. 93-Two-Step Equations and Inequalities, L. 106-Solving Literal Equations**
  - **See L. 101-Translating Expressions into Equations,**
- Geometry
  - Draw, construct and describe geometrical figures and describe the relationships between them.
  - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
  - **See L. 7-Lines and Angles, L. 20-Rectangular Area, part 1, L. 37-Area of a Triangle, Rectangular Area, part 2, L. 61-Area of a Parallelogram, Angles of a Parallelogram, L. 67-Geometric Solids, L. 82-Area of a Circle, L. 89-Diagonals, Interior Angles, Exterior Angles, L. 95-Volume of a Right Solid, L. 96-Estimating Angle Measures, L. 97-Similar Triangles, L. 104-Semicircles, Arcs, and Sectors, L. 105-Surface Area of a Right Sold, Surface Area of a Sphere, Investigation 11-Scale Factor in Surface Area and Volume, L. 113-Volume of Pyramids, Cones, and Spheres**
- Statistics and Probability

- Use random sampling to draw inferences about a population
- Draw informal comparative inferences about two populations
- Investigate chance processes and develop, use, and evaluate probability models.
- **See L. 94-Compound Probability, Investigation 10-Probability, Chance, and Odds**

Saxon Math Pre-algebra

See Saxon Math Algebra ½ Scope and Sequence:

http://saxonpublishers.hmhco.com/HA/correlations/pdf/a/Algebra_SS.pdf

Common Core State Standards Grade 8:

- The Number System
  - Know that there are numbers that are not rational, and approximate them by rational numbers.
  - **L. 123-Numerals and Numbers, The Subsets of the Real Numbers**
  - **This topic may need more focus than what is given in this lesson.**
- Expressions and Equations
  - Work with radicals and integer exponents
  - Understand the connections between proportional relationships, lines, and linear equations.
  - Analyze and solve linear equations and pairs of simultaneous linear equations.
  - **See L. 85-Equation of a Line, Graphing a Line**
  - **See L. 16-Exponents, L. 90-Algebraic Sentences, L. 96-Multiple-Term Equations, L. 99-Exponents and Signed Numbers, L. 101-Multiplication of Exponential Expressions, L. 103-Distributive Property, L.**
  - **See L. 54-Ratio and Proportion, See L. 67-Using Ratios to Compare**
- Functions
  - Define, evaluate, and compare functions.
  - Use functions to model relationships between quantities.
  - **See L. 72-Graphing Inequalities, L. 85-Equation of a Line, Graphing a Line, L. 96-Multiple-Term Equations, L. 97-Two-Step Problems, L. 94 & 102-Adding Like Terms, Part 1 and 2**
- Geometry
  - Understand congruence and similarity using physical models, transparencies, or geometry software.
  - Understand and apply the Pythagorean Theorem.
  - Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
  - **See L. 17-Areas of rectangles,**
  - **See L. 117-Pythagorean Theorem, Demonstration of the Pythagorean Theorem**
  - **See L. 120-Volume of Pyramids, Cones, and Spheres, Surface Area of Pyramids and Cones**
- Statistics and Probability
  - Investigate patterns of association in bivariate data
  - **See L. 112-Probability, Part 1, L. 114-Probability Part 2: Independent Events**

Attachment A.3.4—Nevada State Standards Alignment

Saxon Math Algebra I

See Saxon Math Algebra I Scope and Sequence:

http://saxonpublishers.hmhco.com/HA/correlations/pdf/a/Algebra_SS.pdf

Saxon Math Algebra II

See Saxon Math Algebra II Scope and Sequence:

http://saxonpublishers.hmhco.com/HA/correlations/pdf/a/Algebra_SS.pdf

After Saxon math the progression is as follows:

Pre-calculus

Course Objective:

The course objective of Pre-Calculus is to give students the basic, foundational tools to succeed in Calculus. It will introduce concepts taught in calculus and give sufficient practice with these concepts so that students can master calculus.

Calculus

Topics Covered:

I. Functions, Graphs, and Limits
Analysis of graphs. With the aid of technology, graphs of functions are often easy to produce. The emphasis is on the interplay between the geometric and analytic information and on the use of calculus both to predict and to explain the observed local and global behavior of a function.
Limits of functions (including one-sided limits)
• An intuitive understanding of the limiting process.
• Calculating limits using algebra.
• Estimating limits from graphs or tables of data.
Asymptotic and unbounded behavior
• Understanding asymptotes in terms of graphical behavior.•
Describing asymptotic behavior in terms of limits involving infinity.
• Comparing relative magnitudes of functions and their rates of change (for example, contrasting exponential growth, polynomial growth, and logarithmic growth).
Continuity as a property of functions
• An intuitive understanding of continuity. (The function values can be made as close as desired by taking sufficiently close values of the domain.)
• Understanding continuity in terms of limits.

• Geometric understanding of graphs of continuous functions (Intermediate Value Theorem and Extreme Value Theorem).

II. Derivatives
Concept of the derivative
• Derivative presented graphically, numerically, and analytically.
• Derivative interpreted as an instantaneous rate of change.
• Derivative defined as the limit of the difference quotient.
• Relationship between differentiability and continuity.
Derivative at a point
• Slope of a curve at a point. Examples are emphasized, including points at which there are vertical tangents and points at which there are no tangents.
• Tangent line to a curve at a point and local linear approximation.
• Instantaneous rate of change as the limit of average rate of change.
• Approximate rate of change from graphs and tables of values.
Derivative as a function
• Corresponding characteristics of graphs of f and f'.
• Relationship between the increasing and decreasing behavior of f and the sign of f'.
• The Mean Value Theorem and its geometric interpretation.
• Equations involving derivatives. Verbal descriptions are translated into equations involving derivatives and vice versa.

Second derivatives
• Corresponding characteristics of the graphs of f, f', and f''.
• Relationship between the concavity of f and the sign of f''.
• Points of inflection as places where concavity changes.
Applications of derivatives
• Analysis of curves, including the notions of monotonicity and concavity.
• Optimization, both absolute (global) and relative (local) extrema.
• Modeling rates of change, including related rates problems.
• Use of implicit differentiation to find the derivative of an inverse function.
• Interpretation of the derivative as a rate of change in varied applied contexts, including velocity, speed, and acceleration.
• Geometric interpretation of differential equations via slope fields and the relationship between slope fields and solution curves for differential equations.
Computation of derivatives
• Knowledge of derivatives of basic functions, including power, exponential, logarithmic, trigonometric, and inverse trigonometric functions.
• Derivative rules for sums, products, and quotients of functions.
• Chain rule and implicit differentiation.

III. Integrals
Interpretations and properties of definite integrals
• Definite integral as a limit of Riemann sums.
• Definite integral of the rate of change of a quantity over an interval interpreted as the change of the quantity over the interval.
• Basic properties of definite integrals (examples include additivityand linearity).
Applications of integrals. Appropriate integrals are used in a variety
Of applications to model physical, biological, or economic situations.
Although only a sampling of applications can be included in any specific course, students should be able to adapt their knowledge and techniques to solve other similar

application problems. Whatever applications are chosen,
the emphasis is on using the method of setting up an approximating Riemann sum and representing its limit as a definite integral. To provide a common foundation, specific applications should include finding the area of a region, the volume of a solid with known cross sections, the average value of a function, the distance traveled by a particle along a line, and accumulated change from a rate of change.

Fundamental Theorem of Calculus
• Use of the Fundamental Theorem to evaluate definite integrals.
• Use of the Fundamental Theorem to represent a particular antiderivative, and the analytical and graphical analysis of functions so defined.
Techniques of antidifferentiation
• Antiderivatives following directly from derivatives of basic functions.
• Antiderivatives by substitution of variables (including change of limits for definite integrals).
Applications of antidifferentiation
• Finding specific antiderivatives using initial conditions, including applications to motion along a line.
• Solving separable differential equations and using them in modeling (including the study of the equation $y' = ky$ and exponential growth).
Numerical approximations to definite integrals. Use of Riemannsums (using left, right, and midpoint evaluation points) and trapezoidal sums to approximate definite integrals of functions represented algebraically, graphically, and by tables of values.[3]

English/Language Arts

8th Grade English Literature and Logic

Course Description:

8th grade English Literature consists of general study to prepare students for further learning experiences in the area of language arts. Students will learn to read critically by examining poetry, short stories, drama, novels, and non-fiction. Students will demonstrate their critical understanding of literature through essay and speeches, and tests. An introduction to formal logic and vocabulary will also be taught throughout the year.

Student Expectations: Students can expect to learn how to:

*Develop a personal, critical approach to literature

*Develop the vocabulary and structures needed to support critical views in oral and written responses to literature

[3] Taken from http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf

Attachment A.3.4—Nevada State Standards Alignment

*Understand the larger framework of our literary tradition through wide and varied reading

*Develop the ability to consciously control elements of style and voice in writing

*Speak and write comfortably and effectively about literature.

*Understand and Use Traditional (Minor) Logic

9th Grade Language Arts-English Composition

Course Description:

"9th grade English Composition consists of writing and research, speaking and listening, grammar, spelling, vocabulary, and logic. "

Student Expectations: "Students can expect to learn how to:

*Write essays that describe, narrate, persuade, and compare and contrast

*Write research essays, with attention to: Asking open-ended questions,

*Gathering relevant data through research, Summarizing, paraphrasing, and quoting accurately when taking notes, Defining a thesis (that is, a central proposition, a main idea), Organizing an outline, Integrating quotations from sources, Acknowledging sources and avoiding plagiarism, Preparing a bibliography

*Participate civilly and productively in group discussions

*Give a short speech to the class that is well-organized and well-supported

*Study and show an understanding of Grammar and Mechanics

*Study and show an understanding of formal logic

*Study and apply logic skills to problems"

9th Grade Language Arts-English Literature

Attachment A.3.4—Nevada State Standards Alignment

Course Description:

9th grade English LA/Literature consists of general study to prepare students for further learning experiences in the area of language arts and is designed as a continuation from 8th Grade Literature. The class will approach literature in two ways. The first approach will be academic. Students will learn to read critically by examining poetry, short stories, drama, and novels. Students will demonstrate their critical understanding of literature through essays, speeches, and tests. The second approach will focus on interpretation and exploring the impact literature has on the individual and society, providing the student the opportunity to examine and reflect on human character.

Course Goals and Objectives:

-To provide an intellectual environment to promote academic achievement

-To refine reading, writing, speaking, and listening skills

-To write in various formats

-To read, analyze, and discuss various literary genres

-To emphasize standard American grammatical usage

-To increase student vocabulary

-To encourage independent study

-To sharpen critical thinking skills

10th Grade English & Logic

Course Description:

This course is a comprehensive study of English grammar, literature, and writing. This course enforces the use of communication skills, analysis, and research skills—all of which are needed in many fields of business or college writing. This course is designed to develop the student's skills of usage and mechanics as well as the principles of effective writing. Students will learn to read critically by examining poetry, short stories, drama, novels, and non-fiction.

Attachment A.3.4—Nevada State Standards Alignment

Students will demonstrate their critical understanding of literature through essay and speeches, and tests. An introduction to formal logic and vocabulary will also be taught throughout the year.

Course Goals and Objectives:

-To provide an intellectual environment to promote academic achievement

-To refine reading, writing, speaking, and listening skills

-To write in various formats

-To read, analyze, and discuss various literary genres

-To emphasize standard American grammatical usage

-To increase student vocabulary

-To encourage independent study

-To sharpen critical thinking skills

10th Grade English:

Novels:

The House on Mango Street Sandra Cisneros
Ethan Frome Edith Wharton
The House of Seven Gables Nathaniel Hawthorne (54 copies)
Great Expectations Charles Dickens (100 copies)

Drama:

A Raisin in the Sun Loraine Hansberry
Oedipus Rex Sophocles

Non-Fiction:

Assorted essays and speeches (TBA)

Long Poetry:

The Odyssey Homer (100 copies)

11th Grade English: AP Language and Composition

Introduction

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

Attachment A.3.4—Nevada State Standards Alignment

Goals

The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. Although the college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose, the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Most composition courses emphasize the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, most composition courses teach students that the expository, analytical and argumentative writing they must do in college is based on reading as well as on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (The Chicago Manual of Style), the American Psychological Association (APA) and the Council of Biology Editors (CBE).
As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose and audience and to allow this focus to guide the organization of their writing.

College writing programs recognize that skill in writing proceeds from students'awareness of their own composing processes: the way they explore ideas and draft and revise their work. This experience of the process of composing is the essence of the first-year writing course, and the AP English Language and Composition course should emphasize this process, asking students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. Although these extended, revised essays are not part of the AP Exam, the experience of writing them will help make students more self-aware and flexible writers and thus may help their performance on the exam itself. The various AP English Language Released Exams and AP Central (apcentral.collegeboard.com) provide sample student essay responses to exercises that can be useful as timed writing assignments and as the basis for extended writing projects. An AP English Language and Composition course may be organized in a variety of ways. It might be organized thematically around a group of ideas or issues, using a variety of works and examining rhetorical strategies and stylistic choices. A course focusing on the theme of liberty, for example, might use such writers as John Stuart Mill, Frederick Douglass, Toni Morrison, Susan B. Anthony, Joseph Sobran, Elie Wiesel, Emile Zola and Mary Wollstonecraft to examine the wealth of approaches to subject and audience that these writers display. Another possibility is to organize a course around sequences of assignments devoted to writing in particular forms (argumentative, narrative, expository) or to group readings and writing assignments by form, theme or voice, asking students to identify writers' strategies and then practice them themselves. Still another alternative is to use genre as an organizing principle for a course, studying how the novel, compared to the autobiography, offers different possibilities for writers, and how classical debate or argument influences us in ways that are not the same as those used in consensus building. The study of language itself — differences between oral and written discourse, formal and informal language, historical changes in speech and writing — is often a productive organizing strategy for teachers.

Attachment A.3.4—Nevada State Standards Alignment

Whatever form the course takes, students write in both informal and formal contexts to gain authority and learn to take risks in writing. Imitation exercises, journal keeping, collaborative writing and in-class responses are all good ways of helping students become increasingly aware of themselves as writers and of the techniques employed by the writers they read. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skill in reading (see the AP English Language and Composition Teacher's Guide for ideas on readings and sample curricula). Concurrently, to reflect the increasing importance of graphics and visual images in texts published in print and electronic media, students are asked to analyze how such images both relate to written texts and serve as alternative forms of text themselves.
In addition, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use and cite sources) are integral parts of the AP English Language and Composition course. Students move past assignments that allow for the uncritical citation of sources and, instead, take up projects that call on them to evaluate the legitimacy and purpose of sources used. One way to help students synthesize and evaluate their sources in this way is the researched argument paper.

Research helps students to formulate varied, informed arguments. Unlike the traditional research paper, in which works are often summarized but not evaluated or used to support the writer's own ideas, the researched argument requires students to consider each source as a text that was itself written for a particular audience and purpose. Researched argument papers remind students that they must sort through disparate interpretations to analyze, reflect upon, and write about a topic. When students are asked to bring the experience and opinions of others into their essays in this way, they enter into conversations with other writers and thinkers. The results of such conversations are essays that use citations for substance rather than show, for dialogue rather than diatribe.
While the AP English Language and Composition course assumes that students already understand and use standard English grammar, it also reflects the practice of reinforcing writing conventions at every level. Therefore, occasionally the exam may contain multiple-choice questions on usage to reflect the link between grammar and style. The intense concentration on language use in the course enhances students' ability to use grammatical conventions appropriately and to develop stylistic maturity in their prose. Stylistic development is nurtured by emphasizing the following:
- a wide-ranging vocabulary used appropriately and effectively;
- a variety of sentence structures, including appropriate use of subordination and coordination;
- logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions and emphasis;
- a balance of generalization and specific illustrative detail; and
- an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

When students read, they should become aware of how stylistic effects are achieved by writers' linguistic choices. Since imaginative literature often highlights such stylistic decisions, fiction and poetry clearly can have a place in the AP English Language and Composition course. The main purpose of including such literature is to aid students in understanding rhetorical and linguistic choices, rather than to study literary conventions.
Because the AP course depends on the development of interpretive skills as students

learn to write and read with increasing complexity and sophistication, it is intended to be a full-year course. Teachers at schools that offer only a single semester block for AP are encouraged to advise their AP English Language and Composition students to take an additional semester of advanced English in which they continue to practice the kind of writing and reading emphasized in the AP class.

Upon completing the AP English Language and Composition course, then, students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research and/or personal experience;
- write for a variety of purposes;
- produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review;
- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.

Novels:

The Awakening Kate Chopin
Heart of Darkness Joseph Conrad
Things Fall Apart Chinua Achebe

Drama:

Death of a Salesman Arthur Miller
Othello William Shakespeare

Non-Fiction:

Self Reliance Ralph Waldo Emerson

Long Poetry:

The Rime of the Ancient Mariner Samuel Taylor Coleridge

12th Grade English:

Novels:

Their Eyes Were Watching God Zora Neale Hurston
Wuthering Heights Emily Bronte
1984 George Orwell

Drama:

A Doll's House Henrik Ibsen
King Lear William Shakespeare
Antigone Sophocles

Non-Fiction:

Civil Disobedience Henry David Thoreau

Long Poetry:

Canterbury Tales Geoffrey Chaucer

Science

9th-Critical Thinking/Investigative Science;

Investigative Science Course Description

Students will be able to think critically and apply process research. This course will integrate computer technology Nevada standards

10th-Biology/AP Biology; Glencoe Science Biology *The Dynamics of Life*

Topics Covered:

1. What is Biology
   Biology: The Study of Life

2. Ecology
   Principles of Ecology
   Communities and Biomes
   Population Biology
   Biological Diversity and Conservation

3. The Life of a Cell
   The Chemistry of Life
   A View of the Cell
   Cellular Transport and the Cell Cycle
   Energy in a Cell

4. Genetics
   Mendel and Meiosis
   DNA and Genes
   Patterns of Heredity and Human Genetics
   Genetic Technology

5. Change Through Time
   The History of Life
   The Theory of Evolution
   Primate Evolution
   Organizing Life's Diversity

6. Viruses, Bacteria, Protists, and Fungi
   Viruses and Bacteria

Protists
Fungi

7. Plants
   What is a Plant?
   The Diversity of Plants
   Plant Structure and Function
   Reproduction in Plants

8. Invertebrates
   What is an animal?
   Sponges, Cnidarians, Flatworms, and Roundworms
   Mollusks and Segmented Worms
   Arthropods
   Echinoderms and Invertebrate Chordates

9. Vertebrates
   Fishes and Amphibians
   Reptiles and Birds
   Mammals
   Animal Behavior

10. The Human Body
    Protection, Support, and Locomotion
    The Digestive and Endocrine Systems
    The Nervous System
    Respiration, Circulation, and Excretion
    Reproduction and Development
    Immunity from Disease

11th-Chemistry/AP Chemistry; Pearson Chemistry

"The importance of the theoretical aspects of chemistry has brought about an increasing emphasis on these aspects of the content of general chemistry courses. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are now being presented in considerable depth.

If the objectives of a college-level general chemistry course are to be achieved, instruction should be done by a teacher who has completed an undergraduate major program in chemistry including at least a year's work in physical chemistry. Teachers with such training are best able to present a course with adequate breadth and depth and to develop students' abilities to use the fundamental facts of the science in their reasoning. Because of the nature of the AP course, the teacher needs time for extra preparation for both class and laboratory and should have a teaching load that is adjusted accordingly.

Chemistry is broad enough to permit flexibility in its teaching, and college teachers exercise considerable freedom in methods and arrangements of topics in the effort to reach the objectives of their courses. The AP Chemistry Development Committee has no desire to impose greater uniformity on secondary schools than now exists in colleges.

Attachment A.3.4—Nevada State Standards Alignment

The following list of topics for an AP course is intended to be a guide to the level and breadth of treatment expected rather than to be a syllabus. The percentage after each major topic indicates the approximate proportion of multiple-choice questions on the exam that pertain to the topic."[4]

Topics Covered:

- Structure of Matter
    - Atomic theory and atomic structure
    - Chemical Bonding
    - Nuclear chemistry: nuclear equations, half-lives, and radioactivity; chemical applications
- States of Matter
    - Gases
    - Liquids and solids
    - Solutions
- Reactions
    - Reaction types
    - Stoichiometry
    - Equilibrium
    - Kinetics
    - Thermodynamics
- Descriptive Chemistry
    - Chemical reactivity and products of chemical reactions
    - Relationships in the periodic table: horizontal, vertical and diagonal with examples from alkali metals, alkaline earth metals, halogens, and the first series of transition elements
    - Introduction to organic chemistry: hydrocarbons and functional groups (structure, nomenclature, chemical properties)
- Laboratory
    - Making observations of chemical reactions and substances
    - Recording data
    - Calculating and interpreting results based on the quantitative data obtained
    - Communicating effectively the results of experimental work

12th-Physics/AP Elective science; *Conceptual Physics* by Paul Hewitt

Topics Covered:

About Science
Linear Motion
Projectile Motion

---

[4] http://apcentral.collegeboard.com/apc/public/repository/ap-chemistry-course-description.pdf

Attachment A.3.4—Nevada State Standards Alignment

Newton's First Law of Motion—Inertia
Newton's Second Law of Motion—Force and Acceleration
Newton's Third Law of Motion—Action and Reaction
Momentum
Energy
Circular Motion
Center of Gravity
Rotational Mechanics
Universal Gravitation
Gravitational Interactions
Satellite Motion
Special Relativity—Space and Time
Special Relativity—Length, Momentum, and Energy
The Atomic Nature of Matter
Solids
Liquids
Gases
Temperature, Heat, and Expansion
Heat Transfer
Change of Phase
Thermodynamics
Vibrations and Waves
Sound
Light
Color
Reflection and Refraction
Lenses
Diffraction and Interference
Electrostatics
Electric Fields and Potential
Electric Current
Electric Circuits
Magnetism
Electromagnetic Induction
The Atom and the Quantum
The Atomic Nucleus and Radioactivity
Nuclear Fission and Fusion

Benchmarks Required for Promotion K-6

Math Goals*		Math Facts		Reading Goals		DIBELS		Spelling Goals	
The student must be at mastery*				The student must be at mastery		National Benchmark		The student must be at mastery	
End of K	CMC A L. 30-60	K	n/a	End of K	RM 1 L. 90	K	n/a	K	n/a
End of 1st	CMC B L. 61	1st	+	End of 1st	RM 2 L. 90	End of 1st	40 WPM	End of 1st	Spelling A
End of 2nd	CMC B L. 120	2nd	+ -	End of 2nd	RM 2 L. 160	End of 2nd	90 WPM	End of 2nd	Spelling B
End of 3rd	Saxon 3 L. 140 or CMC C L. 120	3rd	+ - x	End of 3rd	RM 3 L. 140	End of 3rd	110 WPM	End of 3rd	Spelling C
End of 4th	Saxon 5/4 L. 120	4th	+ - x ÷	End of 4th	RM 4 L. 140	End of 4th	118 WPM	End of 4th	Spelling D
End of 5th	Saxon 6/5 L. 120	5th	+ - x ÷	End of 5th	RM 5 L. 120	End of 5th	124 WPM	End of 5th	Spelling E
End of 6th	Saxon 7/6 L. 120	6th	+ - x ÷	End of 6th	RM 6 L. 120	End of 6th	125 WPM	End of 6th	Spelling F

* The student may not have completed all of the lessons, however if they are at mastery on the Final Exam (or Cumulative Exam), they are at mastery.

©2012 American Preparatory Schools

Benchmarks Required for Promotion Grades 7-8

End of 7th	English 1.0	Math 1.0	Understanding US History 1/Nevada Studies 1.0	Core Knowledge/Nevada Science 1.0	Health .5	PE .5	Latin 1.0	Elective 1.0	Ambassadors/Study Skills 1.0
End of 8th	English 1.5	Math 1.0	Understanding US History II/Nevada Studies 1.0	Core Knowledge/Nevada Science 1.0		PE .5	Latin 1.0	Elective 1.0	Ambassadors/Study Skills 1.0

* Students must pass all subjects three qurters of the year with a minimum C grade. Student must attend school a minimum of 160 days.

Benchmarks Required for Promotion Grades 9-12

Students must attend 160 days of instruction

Students must pass each course with a D grade or higher - for failed classes, students must make up the course credit

©2012 American Preparatory Schools

Attachment A.3.6 Daily Schedule - Kindergarten

GROUP ASSIGNMENTS FOR AM AND PM ROTATION				
AM	Reading	CK Reading	Lit/Poetry	Spelling/RM
Rotation 1	G1	G2		G3/G4
Rotation 2	G2	G1	G3/G4	
Rotation 3	G3	G4	G1/G2	
Rotation 4	G4	G3		G1/G2
PM	Reading	L4L	History	Science
Rotation 1	G1	G2		G3/G4
Rotation 2	G2	G1	G3/G4	
Rotation 3	G3	G4	G1/G2	
Rotation 4	G4	G3		G1/G2

Each group is made up of two reading groups
Students who go to 1-3 reading must be in groups 1 or 2

Time Frame	M/T/R/F
8:15 - 8:30 -	Opening
8:30 - 8:55 -	AM Rotation 1
8:55 - 9:20 -	AM Rotation 2
9:20 - 9:40 -	Recess
9:40 - 10:05 -	AM Rotation 3
10:05 - 10:30-	AM Rotation 4
10:30 - 10:40-	Independent Reading work
10:40 - 11:40-	Math Groups
11:40 - 12:30-	Lunch and Recess
12:30 - 1:00-	Cursive
1:00 - 1:25 -	PM Rotation 1
1:25 - 1:50 -	PM Rotation 2
1:50 - 2:10-	Recess
2:10 - 2:35	PM Rotation 3
2:35 - 3:00	PM Rotation 4
3:00 - 3:10	Independent Reading work
3:10 - 3:25 -	Learning Plans and Clean up

On Wednesday the homeroom teacher teaches all four of their classes reading groups
The rest of the students stay with the instructor who does 15 min of Independent Work and then 15 minutes to CK reading and then does that block again.

Time Frame	Wed
8:15 - 8:30 -	Opening
8:30 - 8:45 -	Wed Rotation 1
8:45 - 9:00 -	Wed Rotation 2
9:00 - 9:15 -	Wed Rotation 3
9:15 - 9:30 -	Wed Rotation 4
9:30 - 9:50 -	Recess
9:50 - 10:15	PE/ Cursive
10:15 - 10:40	PE/ Cursive
10:40 - 11:40-	Math Groups
11:40 - 12:30-	Lunch and Recess
12:30 - 12:52-	Music/RU Library
12:53 - 1:15 -	Music/RU Library
1:15 - 1:25 -	Learning Plans and Clean up

Attachment A.3.6 Daily Schedule First Grade

1st Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:30	Opening	Opening	Opening	Assembly	Opening
8:30-9:30	Reading	Reading	Reading	Reading	Reading
9:30-9:55	Shurley	Cursive	Shurley	Cursive	Shurley
9:55-10:20	Writing	Writing	Geography	Writing	Writing
10:22-10:35	Recess	Recess	Recess	Recess	Recess
10:40-11:40	Math	Math	Math	Math	Math
11:45-12:12	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-12:30	Recess	Recess	Recess	Recess	Recess
12:30-12:45	Literature	Literature		Literature	Literature
12:45-1:00	Rocket Math	Rocket Math	Art	Rocket Math	Rocket Math
1:00-1:30	Spelling	Spelling	Core Math	Spelling	Spelling
1:30-2:00	History	History		History	History
2:00-2:25	PE	Music		PE	Music
2:28-2:48	Recess	Recess		Recess	Recess
2:50-3:20	Science	Science		Science	Science
3:20-3:30	LP / Pack-up	LP / Pack-up		LP / Pack-up	LP / Pack-up

2/9

Attachment A.3.6 Daily Schedule 2nd Grade

2nd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05	Rocket Math	Rocket Math	Rocket Math	Rocket Math	Rocket Math
8:30	Reading	Reading	Reading	Reading	Reading
9:30	Adventures in Language	Adventures in Language	Adventures in Language	Adventures in Language	Adventures in Language
10:00	Recess	Recess	Recess	Recess	Recess
10:20	Grammar	Grammar	Grammar	Grammar	Grammar
10:40	Math	Math	Math	Math	Math
11:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:10	Recess	Recess	Recess	Recess	Recess
12:30	History	Art	History	History	History
1:00	Spelling	Spelling	Core Math	Spelling	Spelling
1:30	Cursive	Cursive	End of Day	Cursive	Cursive
1:45	Recess	Recess		Recess	Recess
2:00	Science	Science		Science	Science
2:30	PE	Music		PE	Music
2:55	Literature	Literature		Literature	Literature
3:20	End of Day	End of Day		End of Day	End of Day

Attachment A.3.6 Daily Schedule 3rd Grade

3rd Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 AM	Morning work- Daily Math & Rocket Math	Morning work- Daily Math & Rocket Math	Assembly	Morning work- Daily Math & Rocket Math	Morning work- Daily Math & Rocket Math
8:30 AM 8:45 AM 9:00 AM 9:15 AM	**Reading Groups 8:30-9:30**				
9:30 AM	**Shurley Grammar** 9:32-10:00	**Shurley Grammar** 9:32-10:00	**Core Math** 9:32-10:00 Recess 10:00:10:15 **Language Arts** 10:15-10:40	**Shurley Grammar** 9:32-10:00	**Shurley Grammar** 9:32-10:00
9:45 AM	Recess 10:00-10:15	Recess 10:00-10:15		Recess 10:00-10:15	Recess 10:00-10:15
10:00 AM 10:15 AM	**Adventures in Language** 10:15-10:40	**Adventures in Language** 10:15-10:40		**Adventures in Language** 10:15-10:40	**Adventures in Language** 10:15-10:40
10:30 AM 10:45 AM 11:00 AM 12:00 AM 11:30 AM	**Math 10:40-11:40**				
11:45 AM 12:20 PM	Lunch & Recess 11:40-12:20	Lunch & Recess 11:40-12:20	Lunch & Recess 11:40-12:20	Lunch & Recess 11:40-12:20	Lunch & Recess 11:40-12:20
12:20 PM	**History** 12:20-1:00	**History** 12:20-1:00	**Core Math** 12:20-1:00	**History** 12:20-1:00	**Library** 12:22-12:35
1:00 PM					**Language Arts** 12:35-1:00
1:30 PM	**Spelling** 1:00-1:30	**Spelling** 1:00-1:30	**Cursive** 1:00-1:20	**Spelling** 1:00-1:30	**Spelling** 1:00-1:30
1:30 PM 1:45 PM	Music 1:30-1:55	**Comp B** 1:30-2:00	**Cleanup/carpool** 1:20-1:30	Music 1:30-2:55	ART 1:35-2:25
2:00 PM	Recess 2:00-2:15	Recess 2:00-2:15		Recess 2:00-2:15	Recess 2:00-2:15
2:15 PM 2:30 PM	**Science** 2:15-2:55	**Science** 2:15-2:55		**Science** 2:15-2:55	**Comp B** 2:15-2:55
2:45 PM 3:00 PM	**Language Arts** 2:55-3:20	PE 2:55-3:20		**Cursive** 2:55-3:20	PE 2:55-3:20
3:30 PM	**Cleanup/carpool** 3:20-3:30	**Cleanup/carpool** 3:20-3:30		**Cleanup/carpool** 3:20-3:30	**Cleanup/carpool** 3:20-3:30

Attachment A.3.6 Daily Schedule 4th Grade

4th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Prep	Prep	Prep	Prep	Prep
8:15	Bellwork	Bellwork	Assembly	Bellwork	Bellwork
8:20	Rocket Math	Rocket Math	Assembly	Rocket Math	Rocket Math
8:25	Journal Prompt	Journal Prompt	Assembly	Journal Prompt	Virtues
8:30	Art	PE	Bellwork	History	PE
8:35			Rocket Math		
8:40			History		
8:50		Cursive		Cursive	Cursive
9:00		Writing	Writing	Writing	Writing
9:35	Cursive Reading Group	Reading Group	Reading Group	Reading Group	Reading Group
10:35	Shurley	Shurley	Shurley	Shurley	Sayings
10:40					Reading Uni.
11:00	Lunch/Lit	Lunch/Lit	Lunch/Lit	Lunch/Lit	Lunch/Lit
	Recess 11:05- 11:25	Recess 11:05- 11:25	Recess 11:05- 11:25	Recess 11:05- 11:25	Recess 11:05- 11:25
	Lunch 11:25- 11:45	Lunch 11:25- 11:45	Lunch 11:25- 11:45	Lunch 11:25- 11:45	Lunch 11:25- 11:45
11:45	Math Group	Math Group	Math Group	Math Group	Math Group
12:45	Mt. Math	Mt. Math	Core Math	Mt. Math	Mt. Math
12:55	Literature	Geography		Geography	Literature
1:15	Recess (prep)	Recess (prep)	Organization	Recess (prep)	Recess (prep)
1:25			Carpool		
1:30	DD/Spelling	DD/Spelling		DD/Spelling	DD/Spelling
2:00	WW	WW		WW	WW
2:20	Science	Science		Science	Science
2:45		History			History
2:50	Music			Music	
3:20	End of Day	End of Day		End of Day	End of Day
3:20	(Poetry)	(Poetry)		(Poetry)	(Poetry)
3:25	Carpool	Carpool		Carpool	Carpool

5/9

Attachment A.3.6 Daily Schedule 5th Grade

5th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15	WW/RF	WW/RF	WW/RF	WW/RF	WW/RF
8:30	Music	Music	Cursive		Music
9:00	Cursive	Cursive	Poetry/	Cursive	Cursive
9:20			Sayings		
9:35	Reading	Reading	Reading	Reading	Reading
10:35	Literature	Literature	Literature	Literature	Literature
10:50	P.E.	Writing	Writing	P.E.	Writing
11:05		Lunch	Lunch		Lunch
11:15	Lunch			Lunch	
11:25	Recess	Recess	Recess	Recess	Recess
11:45	Math	Math	Math	Math	Math
12:45	Rocket Math	Rocket Math	Rocket Math	Rocket Math	Rocket Math
1:00	Science	Science	Shurley	Science	Science
1:30	Spelling	Spelling	Dismiss	Spelling	Spelling
2:00	History	History		History	History
2:30	Recess	Recess		Recess	Recess
2:45	Shurley	Shurley		Shurley	Shurley
3:15	End of Day	End of Day		End of Day	End of Day
3:20	Dismiss	Dismiss		Dismiss	Dismiss

Attachment A.3.6 Daily Schedule 6th Grade

6th Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:05					
8:10					
8:15	CK Graders	CK Graders	CK Grader	Assembly 8:15 - 8:30	CK Grader
8:20	Band 8:20 - 9:05	Band 8:20 - 9:05	Band 8:20 - 9:05		Band 8:20 - 9:05
8:25					
8:30				CK Graders 8:30-8:45	
8:35					
8:40					
8:45				Sayings and Phrases 8:45-9:05	
8:50					
8:55					
9:00					
9:05	Wordly Wise 9:05 - 9:15	Wordly Wise 9:05 - 9:15	Wordly Wise 9:05 - 9:15	Wordly Wise 9:05 - 9:15	Wordly Wise 9:05 - 9:15
9:10					
9:15	Grammar 9:15-9:35	Grammar 9:15-9:35	Grammar 9:15-9:35	Grammar 9:15-9:35	Grammar 9:15-9:35
9:20					
9:25					
9:30					
9:35	Reading 9:35 to 10:35	Reading 9:35 to 10:35	Reading 9:35 to 10:35	Reading 9:35 to 10:35	Reading 9:35 to 10:35
9:40					
9:45					
9:50					
9:55					
10:00					
10:05					
10:10					
10:15					
10:20					
10:25					
10:30					
10:35	Writing Cursive 10:35 - 11:10	Writing Cursive 10:35 - 11:10	Writing 10:35 - 11:10	Writing Cursive 10:35 - 11:10	Writing Cursive 10:35 - 11:10
10:40					
10:45					
10:50					
10:55					
11:00					
11:05					
11:10	Lunch/Recess 11:10 to 11:45	Lunch/Recess 11:10 to 11:45	Test Prep 11:05-11:15	Lunch/Recess 11:10 to 11:45	Lunch/Recess 11:10 to 11:45
11:15					
11:20			Lunch/Recess 11:20 to 11:45		
11:25					
11:30					
11:35					
11:40					

Attachment A.3.6 Daily Schedule 6th Grade

11:45	Saxon Math 11:45 to 12:45	Saxon Math 11:45 to 12:45	Saxon Math 11:45 to 12:45	Saxon Math 11:45 to 12:45	Saxon Math 11:45 to 12:45
11:50					
11:55					
12:00					
12:05					
12:10					
12:15					
12:20					
12:25					
12:30					
12:35					
12:40					
12:45	PE 12:45-1:10	Literature 12:45 - 1:30	Literature 12:45-1:15	PE 12:45-1:10	Literature 12:45 - 1:30
12:50					
12:55					
13:00					
13:05					
13:10	Literature 1:10 - 1:30		Rocket Math 1:15-1:25	Literature 1:10 - 1:30	
13:15					
13:20					
13:25			Closing Duties		
13:30	Spelling 1:30 to 2:00 pm	Spelling 1:30 to 2:00 pm		Spelling 1:30 to 2:00 pm	Spelling 1:30 to 2:00 pm
13:35					
13:40					
13:45					
13:50					
13:55					
14:00	Recess 2:00 - 2:15	Recess 2:00 - 2:15		Recess 2:00 - 2:15	Recess 2:00 - 2:15
14:05					
14:10					
14:15	History/Science 2:15 - 2:45	History/Science 2:15 - 2:45		History/Science 2:15 - 2:45	History/Science 2:15 - 2:45
14:20					
14:25					
14:30					
14:35					
14:40					
14:45	History/Science 2:45 - 3:15	History/Science 2:45 - 3:15		History/Science 2:45 - 3:15	History/Science 2:45 - 3:15
14:50					
14:55					
15:00					
15:05					
15:10					
15:15	Rocket Math 3:15 - 3:25	Rocket Math 3:15 - 3:25		Rocket Math 3:15 - 3:25	Rocket Math 3:15 - 3:25
15:20					
15:25	Closing Duties	Closing Duties		Closing Duties	Closing Duties
15:30					

Attachment A.3.6 Typical Daily Schedule

Secondary Bell Schedule

Monday, Tuesday, Thursday, Friday

Period	Begin	End	Length
1	8:15	9:03	0:48
2	9:07	9:55	0:48
3	9:59	10:47	0:48
A Lunch	10:51	11:11	0:20
4A	11:15	12:03	0:48
4B	10:51	11:39	0:48
B Lunch	11:43	12:03	0:20
5	12:07	12:55	0:48
6	12:59	1:47	0:48
7	1:51	2:39	0:48
8	2:43	3:25	0:42

Wednesday Non-Assembly

Period	Begin	End	Length
1	8:15	8:55	0:40
2	8:59	9:36	0:37
3	9:40	10:17	0:37
4	10:21	10:58	0:37
A Lunch	11:02	11:22	0:20
5A	11:26	12:03	0:37
5B	11:02	11:39	0:37
B Lunch	11:43	12:03	0:20
6	12:07	12:44	0:37
7	12:48	1:25	0:37

Wednesday Assembly

Period	Begin	End	Length
1	8:15	8:48	0:33
2	8:52	9:25	0:33
3	9:29	10:02	0:33
4	10:06	10:39	0:33
A Lunch	10:43	11:03	0:20
5A	11:07	11:40	0:33
5B	10:43	11:16	0:33
B Lunch	11:20	11:40	0:20
6	11:44	12:17	0:33
7	12:21	12:54	0:33
8	12:58	1:25	0:27

Attachment A.3.7

Nevada Standard Diploma Graduation Requirements

Graduation Requirements	Credits Required for High School Diploma	American Prep. Courses That Will Meet This Graduation Requirement
English	4	LA 9 Classics & Comp. I, LA 10 Classics & Comp. II, LA 11 American Lit./Comp., LA 12 World Lit./Comp.
Math	3	Pre-Algebra, Algebra I*, Algebra II**, Geometry, Pre-Calculus***, Calculus, Statsitics
Science	2	Biology, Chemistry, Physics, Applied Science
Social Studies	2	US History, Geography, World Civ., US Gov. & Citizenship
Arts & Humanities OR Career & Technical Ed.	1	Art I, Art II, Orchestra, Wind Ensemble, Chorus, Band, Drawing, Painting, Sculpture, Theatre
Health	.5	CTE – Nutrition, Health Education
Physical Education	2	Fitness for Life, Physical Education
Computers	.5	Computer Tech
Electives	7.5	Logic/Critical Thinking, Speech & Debate, Creative Writing, Intro to Business, Great Americans, Psychology, Philosophy, Journalism, Anatomy/Physiology, Rhetoric, Drama
Total	22.5	

*Integrated Mathematics
**Integrated Mathematics II
***Integrated Mathematics III

Attachment A.3.7

Schedule of Courses - High School

Courses and Credits

	Course Name	Classification	Credit Value	Grades Served
Language Arts				
	LA 9 Classics & Comp I	Required	1	9
	LA 10 Classics & Comp II	Required	1	10
	LA 11 American Lit/ Comp	Required	1	11
	LA 12 World Lit/ Comp	Required	1	12
Required Credits for Graduation			**4 credits**	
Mathematics				
	Pre-Algebra	Elective	1	9
	Algebra I	Required	1	9,10
	Algebra II	Elective	1	9-12
	Geometry	Required	1	9-12
	Pre-Calculus	Elective	1	9-12
	Calculus	Elective	1	9-12
	Statistics	Elective	1	9-12
Required Credits for Graduation			**4 credits**	
Science	Biology	Required	1	9-12
	Chemistry	Required	1	9-12
	Physics	Elective	1	9-12
	Applied Science	Required	1	9-12
Required Credits for Graduation			**3 credits**	
Social Studies	US History	Required	1	10
	Geography	Required	0.5	9,10
	World Civ	Required	0.5	11
	US Gov & Citizenship	Required	1	12
			3 credits	
Directed Coursework				
	Art I	Elective	0.5	9-12
	Art II	Elective	0.5	9-12
	Orchestra I	Elective	0.5	9-12
	Orchestra II	Elective	0.5	9-12
	Orchestra III	Elective	0.5	9-12
	Wind Ensemble	Elective	0.5	9-12
	Chorus	Elective	0.5	9-12
	Band I	Elective	0.5	9-12
	Band II	Elective	0.5	9-12
	Drawing	Elective	0.5	9-12
	Painting	Elective	0.5	9-12
	Sculpture	Elective	0.5	9-12

Nevada State Credit and Course Requirements
Advanced Diploma

Core Area	Required Credits
Language Arts	
	4 credits
Mathematics	
	1 credit Algebra 1
	1 credit Geometry
	4 credits
Science	
	3 credits
Social Studies	
	1 credit US History
	1 credit US Government and Citizenship
	3 credits
Directed Coursework	
	1 credits Fine Arts
	.5 credit Computer Tech
	.5 credit Health Education

Attachment A.3.7

Schedule of Courses - High School

	Theatre I	Elective	0.5	9-12		
	CTE - Nutrition I	Elective	0.5	9-11		
	CTE- Marketing I	Elective	0.5	10-12		
	Computer Tech	Required	0.5	10-12		
	Personal Finance	Required	0.5	10-12		
	Health Education	Required	0.5	10-12		
			3 credits			**2 credits**
Physical Education					**Physical Education**	
	Fitness for Life	Required	1	9		
	Physical Education	Required	1	9-12		
			2 credits			**2 credits**
Electives					**Electives**	
	Logic/ Critical Thinking	Required	0.5	9-10		
	Speech & Debate	Required	0.5	9-10		
	Creative Writing I	Elective	0.5	10-12		
	Creative Writing II	Elective	0.5	10-12		
	Intro to Business	Elective	0.5	10-12		
	Great Americans	Elective	0.5	10-12		
	Psychology	Elective	0.5	10-12		
	Philosophy	Elective	0.5	10-12		
	Journalism	Elective	0.5	10-12		
	Anatomy/Physiology	Elective	0.5	10-12		
	Rhetoric I	Required	0.5	10-12		
			6 credits			**6 credits**
Latin						
	Latin I	Required	1	9		
	Latin II	Required	1	9-10		
	Latin III	Elective	1	10-11		
	Latin IV pre AP	Elective	1	11-12		
	AP Latin	Elective	1	12		
			2 credits			
Total Credits Required			**27 credits**			**24 credits**

Attachment A.3.8

AMERICAN PREPARATORY

This certifies that

Robert Lee Mitchell

has fulfilled the requirements for graduation as prescribed by the Board of Education and in testimony thereof is awarded this

Diploma

Given under our hands and seal at Las Vegas, Nevada this twenty-ninth day of May, A.D. 2014

Howard M. Headlee

Howard Headlee, Board Chairman

Carolyn Sharette

Carolyn Sharette, President

Attachment A.3.9

Student Transcript

American Preparatory Academy – Las Vegas
1234 Avenue Name
Las Vegas, NV 89044
(702) 555-5555

Student Name

1234 Street Name
Henderson, NV 89011
(702) 555-1234

Grade: 9
Student ID: 1725
SSID:

Gender: M
Birth Date: 10/12/1994

Gilbert D. Warner

Grade	Site	Description	GPA	Credit	Term Grades 1	2	3	4	5	6
2009-2010 School Year										
9	74120	Beginning Latin		1.000	A+	A+	A+	A+		
9	74120	Biology		1.000	A+	A+	A+	A+		
9	74120	Concert Band		1.000	A+	B+	A-	A		
9	74120	Intermediate Algebra		1.000	A	B	A-	A-		
9	74120	Language Arts 9		1.000	A+	A+	A+	A		
9	74120	Literature 9		1.000	A+	A+	A	A+		
9	74120	PST		0.500			A	A-		
9	74120	Study Skills		0.500	A	A-				
9	74120	World Geography		1.000	A+	A+	A+	A+		
School Year Credit: 8.000				School Year GPA: 3.896						
Transcript Summary		Cumulative Credit: 8.000		Cumulative GPA: 3.896			Class Rank: 1 of 22 (1/11/2010)			

Grading Scale:

Grade Codes

A=Superior	F=Failure	WA, WB, WC, WD, WF, WI, WP Means withdrawn with grade indicated
B=Good	I=Incomplete	
C=Average	P=Passing	
D=Poor	NG=No Grade	

Grade Point Average

A = 4.0000	A+ = 4.0000	A- = 3.6700
B+ = 3.3300	B = 3.0000	B- = 2.6700
C+ = 2.3300	C = 2.0000	C- = 1.6700
D+ = 1.3300	D = 1.0000	D- = .6700

* = Not Included in GPA

(Not official unless signed and sealed)

Signature Title Date

School Fully Accredited by Northwest Association of Accredited Schools

Attachment A.3.11 List of Textbooks

Schoo	Subject	Textbook	Author	ISBN #	Edition	Copyright
3-6	**Saxon Math 5/4**	Saxon Math 5/4 Teacher manual vol. 1	Stephen Hake, John Saxon	1591412455	3rd	2004
3-6	**Saxon Math 5/4**	Saxon Math 5/4 Teacher manual vol. 2	Stephen Hake, John Saxon	1591412463	3rd	2004
3-6	**Saxon Math 5/4**	Saxon Math 5/4 Student textbook	Stephen Hake, John Saxon	1565775031	3rd	2004
3-6	**Saxon Math 5/4**	Saxon Math 5/4 Facts practice workbook	Stephen Hake, John Saxon	159141282x	3rd	2004
3-6	**Saxon Math 5/4**	Saxon Math 5/4 Student Solutions manual	Stephen Hake, John Saxon	9781591412731	3rd	2004
3-6	**Saxon Math 5/4**	Saxon Math 5/4 Intervention guide	Stephen Hake, John Saxon	1591412773	3rd	2004
3-6	**Saxon Math 5/4**	Saxon Math 5/4 Student Reference Guide	Stephen Hake, John Saxon		3rd	2004
3-6	**Saxon Math 5/4**	Saxon Math 5/4 Poster sample	Stephen Hake, John Saxon	9781591414964	3rd	2004
3-6	**Saxon Math 5/4**	Saxon Math 5/4 Overhead fraction circles manipulative sampler	Stephen Hake, John Saxon		3rd	2004
3-6	**Saxon Math 5/4**	Saxon Math 5/4 Assessment & masters	Stephen Hake, John Saxon	1591412862	3rd	2004
3-6	**Saxon Math 5/4**	Saxon Math 5/4 Test Prep and Practice	Stephen Hake, John Saxon	1591412242	3rd	2004
3-6	**Saxon Math 5/4**	Saxon Math 5/4 Intervention Student workbook	Stephen Hake, John Saxon	1591413354	3rd	2004
3-6	**Saxon Math 5/4**	Saxon Math 5/4 Test & Practice generator CD	Stephen Hake, John Saxon	9781591412571	3rd	2004
3-6	**Saxon Math 6/5**	Saxon Math 6/5 Teacher manual vol. 1	Stephen Hake, John Saxon	1591412471	3rd	2004
3-6	**Saxon Math 6/5**	Saxon Math 6/5 Teacher manual vol. 2	Stephen Hake, John Saxon	159141248x	3rd	2004
3-6	**Saxon Math 6/5**	Saxon Math 6/5 Student textbook	Stephen Hake, John Saxon	1565775058	3rd	2004
3-6	**Saxon Math 6/5**	Saxon Math 6/5 Facts practice workbook	Stephen Hake, John Saxon	1591412838	3rd	2004
3-6	**Saxon Math 6/5**	Saxon Math 6/5 Student Solutions manual	Stephen Hake, John Saxon	1591412749	3rd	2004
3-6	**Saxon Math 6/5**	Saxon Math 6/5 Intervention guide	Stephen Hake, John Saxon	1591412781	3rd	2004
3-6	**Saxon Math 6/5**	Saxon Math 6/5 Reference guide	Stephen Hake, John Saxon		3rd	2004
3-6	**Saxon Math 6/5**	Saxon Math 6/5 Poster sample	Stephen Hake, John Saxon	9781565772953	3rd	2004
3-6	**Saxon Math 6/5**	Saxon Math 6/5 Overhead fraction circles manipulative sampler	Stephen Hake, John Saxon		3rd	2004
3-6	**Saxon Math 6/5**	Saxon Math 6/5 Assessment & masters	Stephen Hake, John Saxon	1591412870	3rd	2004
3-6	**Saxon Math 6/5**	Saxon Math 6/5 Intervention Student workbook(special ed)	Stephen Hake, John Saxon	1591413389	3rd	2004
3-6	**Saxon Math 6/5**	Saxon Math 6/5 Test preparation & practice	Stephen Hake, John Saxon	1591412250	3rd	2004
3-6	**Saxon Math 6/5**	Saxon Math 6/5 Test & Practice generator CD	Stephen Hake, John Saxon	1591412587	3d	2004
3-6	**Saxon Math 7/6**	Saxon Math 7/6 Teacher manual - - - vol. 1	Stephen Hake, John Saxon	1591412498	3rd	2004
3-6	**Saxon Math 7/6**	Saxon Math 7/6 Teacher manual - - - vol. 2	Stephen Hake, John Saxon	1591412501	3rd	2004
3-6	**Saxon Math 7/6**	Saxon Math 7/6 Solutions manual	Stephen Hake, John Saxon	1591412757	3rd	2004
3-6	**Saxon Math 7/6**	Saxon Math 7/6 Assessment & classroom masters	Stephen Hake, John Saxon	1591412889	3rd	2004
3-6	**Saxon Math 7/6**	Saxon Math 7/6 Test preparation & practice	Stephen Hake, John Saxon	1591412269	3rd	2004
3-6	**Saxon Math 7/6**	Saxon Math 7/6 Intervention Teaching Guide	Stephen Hake, John Saxon	159141279x	3rd	2004
3-6	**Saxon Math 7/6**	Saxon Math 7/6 Student Textbook	Stephen Hake, John Saxon	1565775074	3rd	2004

Attachment A.3.11 List of Textbooks

3-6	**Saxon Math 7/6**	Saxon Math 7/6 Facts practice workbook	Stephen Hake, John Saxon	1591412846	3rd	2004
3-6	**Saxon Math 7/6**	Saxon Math 7/6 Test & Practice generator CD	Stephen Hake, John Saxon	9781591412595	4th	2004
3-6	**Saxon Math 8/7**	Saxon Math 8/7 Teacher manual -- - vol. 1	Stephen Hake, John Saxon	159141251x	3rd	2004
3-6	**Saxon Math 8/7**	Saxon Math 8/7 Teacher manual - - - vol. 2	Stephen Hake, John Saxon	1591412528	3rd	2004
3-6	**Saxon Math 8/7**	Saxon Math 8/7 Solutions manual	Stephen Hake, John Saxon	1591412765	3rd	2004
3-6	**Saxon Math 8/7**	Saxon Math 8/7 Assessment & classroom masters	Stephen Hake, John Saxon	1591412897	3rd	2004
3-6	**Saxon Math 8/7**	Saxon Math 8/7 Test preparation & practice	Stephen Hake, John Saxon	1591412277	3rd	2004
3-6	**Saxon Math 8/7**	Saxon Math 8/7 Intervention Teaching Guide	Stephen Hake, John Saxon	1591412803	3rd	2004
3-6	**Saxon Math 8/7**	Saxon Math 8/7 Student textbook	Stephen Hake, John Saxon	1565775090	3rd	2004
3-6	**Saxon Math 8/7**	Saxon Math 8/7 Facts practice workbook	Stephen Hake, John Saxon	1591412854	3rd	2004
3-6	**Saxon Math 8/7**	Saxon Math 8/7 Test & Practice generator CD	Stephen Hake, John Saxon	9781591412601	3rd	2004
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level A Presentation Book 1	Engelmann, Siegfried	0026844621		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level A Presentation Book 2	Engelmann, Siegfried	002684463x		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level A Math facts worksheets (black	Engelmann, Siegfried	0026846969		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level A Teacher's guide	Engelmann, Siegfried	0026846837		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level A Answer key	Engelmann, Siegfried	0026846683		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level A Independent worksheets (bla	Engelmann, Siegfried	0026847019		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level A Student workbook 1	Engelmann, Siegfried	9780026846615		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level A Student workbook 2	Engelmann, Siegfried	9780026846622		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level B Presentation Book 1	Engelmann, Siegfried	0026844648		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level B Connecting Math Concepts - I	Engelmann, Siegfried	0026844656		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level B Math facts worksheets (black	Engelmann, Siegfried	0026846977		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level B Teacher's guide	Engelmann, Siegfried	0026846845		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level B Answer key	Engelmann, Siegfried	0026846691		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level B Independent worksheets (bla	Engelmann, Siegfried	0026847027		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level B Student workbook 1	Engelmann, Siegfried	9780026846639		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level B Student workbook 2	Engelmann, Siegfried	9780026846646		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level C Presentation Book 1	Engelmann, Siegfried	00268446644		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level C Presentation Book 2	Engelmann, Siegfried	0026844672		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level C Math facts worksheets (black	Engelmann, Siegfried	0026846985		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level C Teacher's guide	Engelmann, Siegfried	0026846853		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level C Answer key	Engelmann, Siegfried	0026846713		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level C Independent worksheets (bla	Engelmann, Siegfried	0026847035		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level C Student workbook 1	Engelmann, Siegfried	9780026846653		
K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level C Student textbook	Engelmann, Siegfried	0026846918		2003

Attachment A.3.11 List of Textbooks

K-3	**cting Math Concepts - L**	Connecting Math Concepts - Level D Student textbook	Engelmann, Siegfried	9780026846929		
4-9	Corrective Math - SRA	Corrective Math - SRA Teacher's manual - subtraction	Chang, Raymond; McGraw-Hil	9780076024643		
4-9	Corrective Math - SRA	Corrective Math - SRA Subtraction answer key	Chang, Raymond; McGraw-Hil	9780076024636		
4-9	Corrective Math - SRA	Corrective Math - SRA Subtraction workbook	Chang, Raymond; McGraw-Hil	9780076024629		
4-9	Corrective Math - SRA	Corrective Math - SRA Teacher's manual - addition	Chang, Raymond; McGraw-Hil	9780076024605		
4-9	Corrective Math - SRA	Corrective Math - SRA Addition answer key	Chang, Raymond; McGraw-Hil	9780076024599		
4-9	Corrective Math - SRA	Corrective Math - SRA Addition workbook	Chang, Raymond; McGraw-Hil	9780076024582		
4-9	Corrective Math - SRA	Corrective Math - SRA Teacher's manual - division	Chang, Raymond; McGraw-Hil	9780076024728		
4-9	Corrective Math - SRA	Corrective Math - SRA Division answer key	Chang, Raymond; McGraw-Hil	9780076024711		
4-9	Corrective Math - SRA	Corrective Math - SRA Division workbook	Chang, Raymond; McGraw-Hil	9780076024704		
4-9	Corrective Math - SRA	Corrective Math - SRA Teacher's manual - multiplication	Chang, Raymond; McGraw-Hil	9780076024681		
4-9	Corrective Math - SRA	Corrective Math - SRA Multiplication answer key	Chang, Raymond; McGraw-Hil	9780076024674		
4-9	Corrective Math - SRA	Corrective Math - SRA Multiplication workbook	Chang, Raymond; McGraw-Hil	9780076024667		
4-9	Corrective Math - SRA	Corrective Math - SRA Teacher's manual - basic fractions	Chang, Raymond; McGraw-Hil	0076024768		
4-9	Corrective Math - SRA	Corrective Math - SRA Basic fractions answer key	Chang, Raymond; McGraw-Hil	007602475x		
4-9	Corrective Math - SRA	Corrective Math - SRA Basic fractions workbook	Chang, Raymond; McGraw-Hil	0076024741		
4-9	Corrective Math - SRA	Corrective Math - SRA Teacher's manual - fractions, decimals & pe	Chang, Raymond; McGraw-Hil	0076024806		
4-9	Corrective Math - SRA	Corrective Math - SRA Fractions, decimals & percents answer key	Chang, Raymond; McGraw-Hil	0076024792		
4-9	Corrective Math - SRA	Corrective Math - SRA Fractions,decimals & percents workbook	Chang, Raymond; McGraw-Hil	0076024784		
4-9	Corrective Math - SRA	Corrective Math - SRA Teacher's manual - ratios & equations	Chang, Raymond; McGraw-Hil	7007331		
4-9	Corrective Math - SRA	Corrective Math - SRA Ratios & equations answer key	Chang, Raymond; McGraw-Hil	7007332		
4-9	Corrective Math - SRA	Corrective Math - SRA Ratios & equations workbook	Chang, Raymond; McGraw-Hil	7057333		
Elem	**ecting Math Concepts - I**	Connecting Math Concepts - Bridge Teacher materials	Engelmann, Siegfried	9780026846813		
Elem	**ecting Math Concepts - I**	Connecting Math Concepts - Bridge student textbook	Engelmann, Siegfried	9780026846943		
K	**Core Knowledge**	Core Knowledge K - Teacher handbook	Eds. Jr. E.D. Hirsch, Souzanne	9781890517694		
K	**Core Knowledge**	Core Knowledge K - Text resource	Eds. Jr. E.D. Hirsch, Souzanne	9781890517533		
1	**Core Knowledge**	Core Knowledge 1st - Teacher handbook	Eds. Jr. E.D. Hirsch, Souzanne	9781890517700		
1	**Core Knowledge**	Core Knowledge 1st - Text resource	Eds. Jr. E.D. Hirsch, Souzanne	9781890517571		
2	**Core Knowledge**	Core Knowledge 2nd - Teacher handbook	Eds. Jr. E.D. Hirsch, Souzanne	9781890517748		
2	**Core Knowledge**	Core Knowledge 2nd - Text resource	Eds. Jr. E.D. Hirsch, Souzanne	9781890517588		
3	**Core Knowledge**	Core Knowledge 3rd - Teacher handbook	Eds. Jr. E.D. Hirsch, Souzanne	9781890517755		
3	**Core Knowledge**	Core Knowledge 3rd - Text resource	Eds. Jr. E.D. Hirsch, Souzanne	9781890517595		
4	**Core Knowledge**	Core Knowledge 4th - Teacher handbook	Eds. Jr. E.D. Hirsch, Souzanne	9781890517762		
4	**Core Knowledge**	Core Knowledge 4th - Text resource	Eds. Jr. E.D. Hirsch, Souzanne	9781890517601		
5	**Core Knowledge**	Core Knowledge 5th - Teacher handbook	Eds. Jr. E.D. Hirsch, Souzanne	9781890517809		

Attachment A.3.11 List of Textbooks

5	**Core Knowledge**	Core Knowledge 5th - Text resource	Eds. Jr. E.D. Hirsch, Souzanne	9781890517618		
	Core Knowledge	Core Knowledge Sequence	Eds. Jr. E.D. Hirsch, Souzanne	1890517208		
K	**Reading Mastery 1**	Reading Mastery 1 Presentation Book A	Engelmann, Siegfried	9780026863285	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Presentation Book B	Engelmann, Siegfried	9780026863292	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Presentation Book C	Engelmann, Siegfried	9780026863308	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Storybook 1	Engelmann, Siegfried	9780026863384	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Storybook 2	Engelmann, Siegfried	9780026863391	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Storybook 3	Engelmann, Siegfried	9780026863407	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Workbook A	Engelmann, Siegfried	9780026863414	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Workbook B	Engelmann, Siegfried	9780026863421	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Workbook C	Engelmann, Siegfried	9780026863445	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Teacher take-home workbook	Engelmann, Siegfried	9780026863322	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Spelling Book	Engelmann, Siegfried	9780026863315	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Test Book	Engelmann, Siegfried	002686617x	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Testing & Mgmt. handbook	Engelmann, Siegfried	0026861188	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Seatwork student workbook	Engelmann, Siegfried	0026864169	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Behavioral Objectives	Engelmann, Siegfried	0026863332	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Additional Guidebook	Engelmann, Siegfried	0026863359	Rainb	1995
K	**Reading Mastery 1**	Reading Mastery 1 Orientation Cassette	Engelmann, Siegfried	0026863340	Rainb	1995
1	**Reading Mastery 2**	Reading Mastery 2 Presentation Book A	Engelmann, Siegfried	9780026863476	Rainb	1995
1	**Reading Mastery 2**	Reading Mastery 2 Presentation Book B	Engelmann, Siegfried	9780026863483	Rainb	1995
1	**Reading Mastery 2**	Reading Mastery 2 Presentation Book C	Engelmann, Siegfried	0026863499	Rainb	1995
1	**Reading Mastery 2**	Reading Mastery 2 Student textbook 1	Engelmann, Siegfried	9780026863551	Rainb	1995
1	**Reading Mastery 2**	Reading Mastery 2 Student Textbook 2	Engelmann, Siegfried	9780026863568	Rainb	1995
1	**Reading Mastery 2**	Reading Mastery 2 Workbook A	Engelmann, Siegfried	9780075693284	Rainb	1995
1	**Reading Mastery 2**	Reading Mastery 2 Workbook B	Engelmann, Siegfried	9780075693307	Rainb	1995
1	**Reading Mastery 2**	Reading Mastery 2 Workbook C	Engelmann, Siegfried	9780075693321	Rainb	1995
1	**Reading Mastery 2**	Reading Mastery 2 Teacher take-home workbook	Engelmann, Siegfried	0026863510	Rainb	1995
1	**Reading Mastery 2**	Reading Mastery 2 Test Book	Engelmann, Siegfried	002686620x	Rainb	1995
1	**Reading Mastery 2**	Reading Mastery 2 Testing & Mgmt. workbook	Engelmann, Siegfried	0026866218	Rainb	1995
1	**Reading Mastery 2**	Reading Mastery 2 Spelling Book	Engelmann, Siegfried	9780026863506	Rainb	1995
1	**Reading Mastery 2**	Reading Mastery 2 Teacher's guide workbook	Engelmann, Siegfried		Rainb	1995
2	**Reading Mastery 3**	Reading Mastery 3 Presentation Book A	Engelmann, Siegfried	9780026864527	Rainb	1995
2	**Reading Mastery 3**	Reading Mastery 3 Presentation Book B	Engelmann, Siegfried	same	Rainb	1995
2	**Reading Mastery 3**	Reading Mastery 3 Teacher Guide Workbook	Engelmann, Siegfried	9780026863872	Rainb	1995

Attachment A.3.11 List of Textbooks

2	**Reading Mastery 3**	Reading Mastery 3 Student Textbook A	Engelmann, Siegfried	0026863898	Rainb	1995
2	**Reading Mastery 3**	Reading Mastery 3 Student Textbook B	Engelmann, Siegfried	002686388x	Rainb	1995
2	**Reading Mastery 3**	Reading Mastery 3 Student Workbook A	Engelmann, Siegfried	9780026863902	Rainb	1995
2	**Reading Mastery 3**	Reading Mastery 3 Student Workbook B	Engelmann, Siegfried	9780026863926	Rainb	1995
3	**Reading Mastery 4**	Reading Mastery 4 Presentation Book A	Engelmann, Siegfried	9780026864534	Rainb	1995
3	**Reading Mastery 4**	Reading Mastery 4 Presentation Book B	Engelmann, Siegfried	same	Rainb	1995
3	**Reading Mastery 4**	Reading Mastery 4 Teacher guide	Engelmann, Siegfried	9780026863964	Rainb	1995
3	**Reading Mastery 4**	Reading Mastery 4 Student Textbook	Engelmann, Siegfried	9780026863971	Rainb	1995
3	**Reading Mastery 4**	Reading Mastery 4 Student Workbook	Engelmann, Siegfried	9780026863988	Rainb	1995
3	**Reading Mastery 4**	Reading Master 4 Student Skillbook	Engelmann, Siegfried	9780026864008	Rainb	1995
3	**Reading Mastery 4**	Reading Mastery 4 Tst & mgmt. handbook	Engelmann, Siegfried			
4	**Reading Mastery 5**	Reading Mastery 5 Presentation Book A	Engelmann, Siegfried	0026864015	Rainb	1995
4	**Reading Mastery 5**	Reading Mastery 5 Presentation Book B	Engelmann, Siegfried	0026864022	Rainb	1995
4	**Reading Mastery 5**	Reading Mastery 5 Student Textbook	Engelmann, Siegfried	0026864045	Rainb	1995
4	**Reading Mastery 5**	Reading Mastery 5 Student Workbook	Engelmann, Siegfried	9780026864053	Rainb	1995
4	**Reading Mastery 5**	Reading Mastery 5 Student Skillbook	Engelmann, Siegfried	9780026864077	Rainb	1995
4	**Reading Mastery 5**	Reading Mastery 5 Teacher's Guide	Engelmann, Siegfried	9780026864039	Rainb	1995
5	**Reading Mastery 6**	Reading Mastery 6 Presentation Book A	Engelmann, Siegfried	9780026864084	Rainb	1995
5	**Reading Mastery 6**	Reading Mastery 6 Presentation Book B	Engelmann, Siegfried	9780026864091	Rainb	1995
5	**Reading Mastery 6**	Reading Mastery 6 Student Textbook	Engelmann, Siegfried	9780026864121	Rainb	1995
5	**Reading Mastery 6**	Reading Mastery 6 Student Workbook	Engelmann, Siegfried	9780026864138	Rainb	1995
5	**Reading Mastery 6**	Reading Mastery 6 Student Skillbook	Engelmann, Siegfried	9780026864152	Rainb	1995
5	**Reading Mastery 6**	Reading Mastery 6 Teacher's Guide	Engelmann, Siegfried	9780026864107	Rainb	1995
5	**Reading Mastery 6**	Reading Mastery 6 Test Book	Engelmann, Siegfried		Rainb	1995
5	**Reading Mastery 6**	Reading Mastery 6 Testing & Mgmt. workbook	Engelmann, Siegfried		Rainb	1995

Attachment A.3.11 List of Textbooks

1	Your ??? Grader Needs to	What Your1st Grader Needs to Know	Edited by E.D. Hirsch Jr.	0385319878	revise	1998
2	Your ??? Grader Needs to	What Your 2nd Grader Needs to Know	Edited by E.D. Hirsch Jr.	038531843x	revise	1998
3	Your ??? Grader Needs to	What Your 3rd Grader Needs to Know	Edited by E.D. Hirsch Jr.	0385336268	revise	1998
4	Your ??? Grader Needs to	What Your 4th Grader Needs to Know	Edited by E.D. Hirsch Jr.	0385337655	revise	1998
5	Your ??? Grader Needs to	What Your 5th Grader Needs to Know	Edited by E.D. Hirsch Jr.	0385337310	revise	1998
6	Your ??? Grader Needs to	What Your 6th Grader Needs to Know	Edited by E.D. Hirsch Jr.	0385497229	revise	1998
6	**Realms of Gold**	Vol. 1	Core Knowledge Foundation	9781890517229		
1	**History & Geography**	Core Knowledge History & Geography 1st - Teacher manual	Edited by E.D. Hirsch Jr.	0769029396		
2	**History & Geography**	Core Knowledge History & Geography 2nd - Teacher manual	Edited by E.D. Hirsch Jr.	076902940x		
3	**History & Geography**	Core Knowledge History & Geography 3rd - Teacher manual	Edited by E.D. Hirsch Jr.	0769029701		
3	**History & Geography**	Core Knowledge History & Geography 3rd - textbook	Edited by E.D. Hirsch Jr.	0769050247		
4	**History & Geography**	Core Knowledge History & Geography 4th - Teacher manual	Edited by E.D. Hirsch Jr.	076902971x		
4	**History & Geography**	Core Knowledge History & Geography 4th - Textbook	Edited by E.D. Hirsch Jr.	0769050255		
5	**History & Geography**	Core Knowledge History & Geography 5th - Teacher manual	Edited by E.D. Hirsch Jr.	0769029728		
5	**History & Geography**	Core Knowledge History & Geography 5th - Textbook	Edited by E.D. Hirsch Jr.	0769050263		
6	**History & Geography**	Core Knowledge History & Geography 6th - Teacher manual	Edited by E.D. Hirsch Jr.	0769029736		
6	**History & Geography**	Core Knowledge History & Geography 6th - Textbook	Edited by E.D. Hirsch Jr.	0769050271		
1	**Shurley English**	Shurley English 1st - Teacher manual	Brenda Shurley; Shurley Meth	1881940659	1997	
1	**Shurley English**	Shurley English 1st - workbook keys	Brenda Shurley; Shurley Meth	1881940683	1997	
1	**Shurley English**	Shurley English 1st - Question & answer flow & jingle CD	Brenda Shurley; Shurley Meth	1585610089	1997	
1	**Shurley English**	Shurley English 1st - workbook	Brenda Shurley; Shurley Meth	1881940667	1997	
2	**Shurley English**	Shurley English 2nd - Teacher manual	Brenda Shurley; Shurley Meth	1881940632	1997	
2	**Shurley English**	Shurley English 2nd - workbook keys	Brenda Shurley; Shurley Method		1997	
2	**Shurley English**	Shurley English 2nd - Question & answer flow & jingle CD	Brenda Shurley; Shurley Meth	1585610097	1997	
2	**Shurley English**	Shurley English 2nd - workbook	Brenda Shurley; Shurley Meth	1881940640	1997	
3	**Shurley English**	Shurley English 3rd - Teacher manual	Brenda Shurley; Shurley Meth	1881940616	1997	
3	**Shurley English**	Shurley English 3rd - workbook keys	Brenda Shurley; Shurley Meth	1881940705	1997	

Attachment A.3.11 List of Textbooks

3	**Shurley English**	Shurley English 3rd - Question & answer flow & jingle CD	Brenda Shurley; Shurley Meth	1585610100	1997	
3	**Shurley English**	Shurley English 3rd - workbook	Brenda Shurley; Shurley Meth	1881940624	1997	
4	**Shurley English**	Shurley English 4th - Teacher manual	Brenda Shurley; Shurley Meth	1881940594	1997	
4	**Shurley English**	Shurley English 4th - workbook keys	Brenda Shurley; Shurley Meth	1881940713	1997	
4	**Shurley English**	Shurley English 4th - Question & answer flow & jingle CD	Brenda Shurley; Shurley Meth	1585610119	1997	
4	**Shurley English**	Shurley English 4th - workbook	Brenda Shurley; Shurley Meth	1881940608	1997	
5	**Shurley English**	Shurley English 5th - Teacher manual	Brenda Shurley; Shurley Meth	1881940578	1997	
5	**Shurley English**	Shurley English 5th - workbook keys	Brenda Shurley; Shurley Meth	1881940721	1997	
5	**Shurley English**	Shurley English 5th - Question & answer flow & jingle CD	Brenda Shurley; Shurley Meth	1585610127	1997	
5	**Shurley English**	Shurley English 5th - workbook	Brenda Shurley; Shurley Meth	1881940586	1997	
6	**Shurley English**	Shurley English 6th - Teacher manual	Brenda Shurley; Shurley Meth	1881940551	1997	
6	**Shurley English**	Shurley English 6th - Teacher's Workbook Keys	Brenda Shurley; Shurley Meth	188194073X	1997	
6	**Shurley English**	Shurley English 6th - Question & Answer flow & Jingles	Brenda Shurley; Shurley Meth	1585610135	1997	
6	**Shurley English**	Shurley English 6th = workbook	Brenda Shurley; Shurley Meth	188194056x	1997	
4	**Shurley English**	Shurley English 4th - Teacher key	Brenda Shurley; Shurley Meth	2835-GA9	2nd	1998
4	**Shurley English**	Shurley English 4th - workbook	Brenda Shurley; Shurley Meth	2822-GC9	2nd	1998
4	**Shurley English**	Shurley English 4th - test book	Brenda Shurley; Shurley Meth	1534-GA9	2nd	1998
5	**Shurley English**	Shurley English 5th - Teacher key	Brenda Shurley; Shurley Meth	2836-GA9	2nd	1998
5	**Shurley English**	Shurley English 5th - workbook	Brenda Shurley; Shurley Meth	2823-GC9	2nd	1998
5	**Shurley English**	Shurley English 5th - test book	Brenda Shurley; Shurley Meth	1535-GA9	2nd	1998
6	**Shurley English**	Shurley English 6th - Teacher key	Brenda Shurley; Shurley Meth	2837-GA9	2nd	1998
6	**Shurley English**	Shurley English 6th - Test Book	Brenda Shurley; Shurley Meth	1536-GA9	2nd	1998
6	**Shurley English**	Shurley English 6th - workbook	Brenda Shurley; Shurley Meth	2824-GC9	2nd	1998
1	**Adventures In Languag**	Adventures In Language 1st - Teacher presentation book	Terry Dodds, Fay Goodfellow;	1TPB		2005
1	**Adventures In Languag**	Adventures In Language 1st - workbook	Terry Dodds, Fay Goodfellow;	1SB		2005
2	**Adventures In Languag**	Adventures In Language 2nd - Teacher manual	Terry Dodds, Fay Goodfellow;	2TPB		2005
2	**Adventures In Languag**	Adventures In Language 2nd - workbook	Terry Dodds, Fay Goodfellow;	2SB		2005
3	**Adventures In Languag**	Adventures In Language 3rd - Teacher presentation book	Terry Dodds, Fay Goodfellow;	3TPB		2005
3	**Adventures In Languag**	Adventures In Language 3rd - student workbook	Terry Dodds, Fay Goodfellow;	3SB		2005
3	**High - Iowa Test of Bas**	Scoring High - Iowa Test of Basic Skills Book 3 - Teacher edition	SRA/McGraw-Hill	0076043746		
3	**High - Iowa Test of Bas**	Scoring High - Iowa Test of Basic Skills Book 3 - student edition	SRA/McGraw-Hill	0076043665		
4	**High - Iowa Test of Bas**	Scoring High - Iowa Test of Basic Skills Book 4 - Teacher edition	SRA/McGraw-Hill	0076043754		
4	**High - Iowa Test of Bas**	Scoring High - Iowa Test of Basic Skills Book 4 - student edition	SRA/McGraw-Hill	0076043673		
5	**High - Iowa Test of Bas**	Scoring High - Iowa Test of Basic Skills Book 5 - Teacher edition	SRA/McGraw-Hill	0076043762		
5	**High - Iowa Test of Bas**	Scoring High - Iowa Test of Basic Skills Book 5 - student edition	SRA/McGraw-Hill	0076043681		

Attachment A.3.11 List of Textbooks

6	**High - Iowa Test of Bas**	Scoring High - Iowa Test of Basic Skills Book 6 - Teacher edition	SRA/McGraw-Hill	0076043770		
6	**High - Iowa Test of Bas**	Scoring High - Iowa Test of Basic Skills Book 6 - student edition	SRA/McGraw-Hill	007604396x		
		Champs		157035166x		
Eleme		4th - High Performance writing - Intermediate	SRA/McGraw-Hill	0076004406		
Eleme		High Performance writing - Advanced	SRA/McGraw-Hill	0076004473		
Eleme	th 6 + 1 Traits of Writir	4th 6 + 1 Traits of Writing		0439280389		
1	**Language for Learning**	Language for Learning Teacher materials kit	Engelmann, Siegfried	9780076094271		2008
1	**Language for Learning**	Language for Learning student workbook A&B	Engelmann, Siegfried	9780076094288		2008
1	**Language for Learning**	Language for Learning student workbook C&D	Engelmann, Siegfried	9780076094295		2008
4-9	**rective Reading - Decoc**	Corrective Reading - Decoding C teacher materials	Engelmann, Siegfried	9780026748315		1999
4-9	**rective Reading - Decoc**	Corrective Reading - Decoding C workbook	Engelmann, Siegfried	9780026748292		1999
4-9	**rective Reading - Decoc**	Corrective Reading - Decoding C student book	Engelmann, Siegfried	9780026747936		1999
4-9	**rective Reading - Decoc**	Corrective Reading - Decoding B1 Teacher materials	Engelmann, Siegfried	9780026748261		1999
4-9	**rective Reading - Decoc**	Corrective Reading - Decoding B1 student book	Engelmann, Siegfried	9780026747790		1999
4-9	**rective Reading - Decoc**	Corrective Reading - Decoding B1 student workbook	Engelmann, Siegfried	9780026748254		1999
4-9	**rective Reading - Decoc**	Corrective Reading - Decoding B2 teacher materials	Engelmann, Siegfried	9780026748285		1999
4-9	**rective Reading - Decoc**	Corrective Reading - Decoding B2 student book	Engelmann, Siegfried	9780026747868		1999
4-9	**rective Reading - Decoc**	Corrective Reading - Decoding B2 student workbook	Engelmann, Siegfried	9780026748278		1999
4-9	**rective Reading - Decoc**	Corrective Reading - Decoding A teacher materials	Engelmann, Siegfried	9780026748247		1999
4-9	**rective Reading - Decoc**	Corrective Reading - Decoding A student workbook	Engelmann, Siegfried	9780026748230		1999
4-9	**orrective Reading - Con**	Corrective Reading - Decoding A teacher materials	Engelmann, Siegfried	9780026748339		1999
4-9	**orrective Reading - Con**	Corrective Reading - Decoding A student workbook	Engelmann, Siegfried	9780026748322		1999
4-9	**orrective Reading - Con**	Corrective Reading - Decoding B1 teacher materials	Engelmann, Siegfried	9780026748346		1999
4-9	**orrective Reading - Con**	Corrective Reading - Decoding B1 student workbook	Engelmann, Siegfried	9780026748063		1999
4-9	**orrective Reading - Con**	Corrective Reading - Decoding B2 teacher materials	Engelmann, Siegfried	9780026748353		1999
4-9	**orrective Reading - Con**	Corrective Reading - Decoding B2 student workbook	Engelmann, Siegfried	9780026748124		1999
4-9	**orrective Reading - Con**	Corrective Reading - Decoding C teacher materials	Engelmann, Siegfried	9780026748360		1999
4-9	**orrective Reading - Con**	Corrective Reading - Decoding C student workbook	Engelmann, Siegfried	9780026748193		1999
4-9	**orrective Reading - Con**	Corrective Reading - Decoding C student book	Engelmann, Siegfried	9780026748186		1999
4	**Science**	4th - Human Biology Teacher manual	Holt, Rinehart, and Winston			
4	**Science**	Holt: Human Biology	Holt, Rinehart, and Winston			
6	**Science**	6th - Astronomy Teacher manual	Holt, Rinehart, and Winston			
6	**Science**	Holt: Astronomy	Holt, Rinehart, and Winston			
7-9	**Saxon Math 8/7**	Saxon Math 8/7 Teacher manual -- - vol. 1	John H. Saxon, Jr.	159141251x	3rd	2004
7-9	**Saxon Math 8/7**	Saxon Math 8/7 Teacher manual - - - vol. 2	John H. Saxon, Jr.	1591412528	3rd	2004

Attachment A.3.11 List of Textbooks

7-9	**Saxon Math 8/7**	Saxon Math 8/7 Solutions manual	John H. Saxon, Jr.	1591412765	3rd	2004
7-9	**Saxon Math 8/7**	Saxon Math 8/7 Assessment & classroom masters	John H. Saxon, Jr.	1591412897	3rd	2004
7-9	**Saxon Math 8/7**	Saxon Math 8/7 Test preparation & practice	John H. Saxon, Jr.	1591412277	3rd	2004
7-9	**Saxon Math 8/7**	Saxon Math 8/7 Intervention Teaching Guide	John H. Saxon, Jr.	1591412803	3rd	2004
7-9	**Saxon Math 8/7**	Saxon Math 8/7 Student textbook	John H. Saxon, Jr.	1565775090	3rd	2004
7-9	**Saxon Math 8/7**	Saxon Math 8/7 Facts practice workbook	John H. Saxon, Jr.	1591412854	3rd	2004
7-9	**Saxon Math 8/7**	Saxon Math 8/7 Test & Practice generator CD	John H. Saxon, Jr.	9781591412601	3rd	2004
7-9	**History & Geography**	Natl' Geographic student atlas of the world	National Geographic	0792272218		2001
7-9	**Essentials for Algebra**	Essentials for Algebra Teacher Edition	Engelmann, Siegfried	9780076021895		
7-9	**Essentials for Algebra**	Essentials for Algebra Student textbook	Engelmann, Siegfried	9780076021925		
7-9	**Essentials for Algebra**	Essentials for Algebra Student workbook	Engelmann, Siegfried	9780076021932		
7-9	**Algebra 1/2**	Algebra 1/2 Teacher Edition	John H. Saxon, Jr.	156577129x	3rd	2004
7-9	**Algebra 1/2**	Algebra 1/2 Test masters	John H. Saxon, Jr.	1565771303	3rd	2004
7-9	**Algebra 1/2**	Algebra 1/2 Solutions manual	John H. Saxon, Jr.	1565771311	3rd	2004
7-9	**Algebra 1/2**	Algebra 1/2 Test prep and practice	John H. Saxon, Jr.	1591412285	3rd	2004
7-9	**Algebra 1/2**	Algebra 1/2 Textbook	John H. Saxon, Jr.	1565771494	3rd	2004
7-9	**Algebra 1**	Algebra 1 Teacher edition	John H. Saxon, Jr.	1565771354	3rd	2003
7-9	**Algebra 1**	Algebra 1 Test masters	John H. Saxon, Jr.	1565771362	3rd	2003
7-9	**Algebra 1**	Algebra 1 Solutions manual	John H. Saxon, Jr.	1565771370	3rd	2003
7-9	**Algebra 1**	Student textbook	John H. Saxon, Jr.	1565771346	3rd	2003
7-9	**10 Essentials of Algebra**	Textbook	John H. Saxon, Jr.	9780076021925		
7-9	**10 Essentials of Algebra**	Teacher materials		from APA		
7-8	**Latin**	Jenney's first year Latin	Charles Jenney; Eric C. Baade	133193284		1990
7-8	**Latin**	Jenney's second year Latin	Charles Jenney	137973900		1990
7-8	**Latin**	Wheelock's Latin	Frederic M. Wheelock; Richard	060956410		1990
7-8	**Latin**	38 Latin Stories	Ann H. Groton	0865162336		
7-8	**Latin**	Edith Hamilton's "Mythology"	Edith Hamilton	0446607258		
7-8	**Latin**	DVD - Pompeii: The Last Day	BBC			
7-8	**Latin**	DVD - Rome: Engineering an Empire	The History Channel			
9	Grammar	Warriner's English Grammar Comp.	John E. Warriner	0153118016		
7	Grammar	7th - Shurley teacher manual	Brenda Shurley; Shurley Method			
7	Grammar	7th - Shurley test book	Brenda Shurley; Shurley Method			
7	Grammar	7th - Shurley textbook	Brenda Shurley; Shurley Meth	1881940829		
8	Grammar	8th - Shurley teacher manual	Brenda Shurley; Shurley Method			
8	Grammar	8th - Shurley test book	Brenda Shurley; Shurley Meth	9781881940531		

Attachment A.3.11 List of Textbooks

Junio	Grammar	8th - Shurley textbook	Brenda Shurley; Shurley Meth	1881940233		
Junio	**Wordly Wise**	Book 7 teacher's key - Book 4	Kenneth Hodkinson; Sandra A	2838-GA9		1998
Junio	**Wordly Wise**	Book 7 textbook - Book 4	Kenneth Hodkinson; Sandra A	2825-GA9		1998
Junio	**Wordly Wise**	Book 7 test generator	Kenneth Hodkinson; Sandra A	1537-GA9		1998
Junio	**Wordly Wise**	Book 8 teacher's key	Kenneth Hodkinson; Sandra A	2839-GA9		1998
Junio	**Wordly Wise**	Book 8 textbook	Kenneth Hodkinson; Sandra A	2826-GA9		1998
Junio	**Wordly Wise**	Book 8 test generator	Kenneth Hodkinson; Sandra A	1538-GA9		1998
Junio	**Realms of Gold**	Volume 2	Core Knowledge Foundation	1890517232		
Junio	**Realms of Gold**	Volume 3	Core Knowledge Foundation	1890517240		2000
8	**History & Geography**	Understanding US History Vol. 2	Degler; De Santis; Matthews;	159602979X		1999
8	**History & Geography**	Understanding US History vol. 1: Through the Civil War	Douglas Carnine; Donald Craw	964189275		1999
Junio	**History & Geography**	Teacher's edition				
9	**History & Geography**	Human Geography	H.J. de Blij; Alexander B. Murp	9780471679516	8th	
7	**History & Geography**	Nevada History - TBD				
9	**Science & Biology**	Biology: The Dynamics of Life	Alton Biggs; Whitney Hagins;	9780078299001		2004
7	**Science & Biology**	Teacher manual	Holt, Rinehart, and Winston	0078299012		2005
7	**Science & Biology**	Holt: Cells, Heredity & Classification	Holt, Rinehart, and Winston	0030499585		2005
8	**Science & Biology**	Teacher manual	Holt, Rinehart, and Winston	0030255643		2005
8	**Science & Biology**	Holt: Forces, Motion & Energy	Holt, Rinehart, and Winston	0030501121		2005
8	**Science & Biology**	Teacher manual	Holt, Rinehart, and Winston	0030255821		2005
8	**Science & Biology**	Holt: Sound & Light	Holt, Rinehart, and Winston	0030648076		2005
8	**Science & Biology**	Teacher manual	Holt, Rinehart, and Winston			2005
8	**Science & Biology**	Holt: Electricity & Magnetism	Holt, Rinehart, and Winston	0030648041		2005
7	**Science & Biology**	Teacher manual	Holt, Rinehart, and Winston			2005
7	**Science & Biology**	Holt: Human Body Systems & Heath	Holt, Rinehart, and Winston	0030255376		2005
Junio	**Science & Biology**	Teacher manual	Holt, Rinehart, and Winston			2005
Junio	**Science & Biology**	Holt: Weather & Climate	Holt, Rinehart, and Winston	0030255481		2005
8	**Science & Biology**	Teacher manual	Holt, Rinehart, and Winston			2005
8	**Science & Biology**	Holt: Inside the Restless Earth	Holt, Rinehart, and Winston	0030500524		2005
7-8	**Science & Biology**	Teacher manual	Holt, Rinehart, and Winston			2005
7-8	**Science & Biology**	Holt: Interactions of Matter	Holt, Rinehart, and Winston	003025552x		2005
Junio	**Science & Biology**	Teacher manual	Holt, Rinehart, and Winston			2005
Junio	**Science & Biology**	Holt: Water on Earth	Holt, Rinehart, and Winston	0030255449		2005
Junio	**Science & Biology**	Teacher Manual	Holt, Rinehart, and Winston			2005
Junio	**Science & Biology**	Holt: Microorganisms, Fungi & Plants	Holt, Rinehart, and Winston	0030255333		2005

Attachment A.3.11 List of Textbooks

8	**Science & Biology**	Teacher manual	Holt, Rinehart, and Winston			2005
8	**Science & Biology**	Holt: Environmental Science	Holt, Rinehart, and Winston	0030255414		2005
7-8	**Science & Biology**	Teacher manual	Holt, Rinehart, and Winston			2005
7-8	**Science & Biology**	Holt: Introduction to Matter	Holt, Rinehart, and Winston	0030255511		2005
8	**Science & Biology**	Teacher manual	Holt, Rinehart, and Winston			2005
8	**Science & Biology**	Holt: Earth's Changing Surface	Holt, Rinehart, and Winston	0030255430		2005
Junio	**Science & Biology**	Teacher manual	Holt, Rinehart, and Winston			2005
Junio	**Science & Biology**	Holt: Animals	Holt, Rinehart, and Winston	30255341		2005
7-9	**Health**	Health & Wellness teacher book	Holt, Rinehart, and Winston			
7-9	**Algebra 2**	Teacher edition	John H. Saxon, Jr.	1565771419	3rd	2003
7-9	**Algebra 2**	Student textbook	John H. Saxon, Jr.	1565771400	3rd	2003
7-9	**Algebra 2**	Test master	John H. Saxon, Jr.	1565771427	3rd	2003
7-9	**Algebra 2**	Solutions manual	John H. Saxon, Jr.	1565771435	3rd	2003
7-9	**Advanced Math**	Teacher edition	John H. Saxon, Jr.	1565770404	2nd	
7-9	**Advanced Math**	Solutions Manual	John H. Saxon, Jr.	1565770420		
7-9	**Advanced Math**	Test masters	John H. Saxon, Jr.	1565770412		
7-9	**Advanced Math**	Textbook	John H. Saxon, Jr.	1565770390		
3	*The Mouse and the Motorcycle*		Beverly Cleary			
3	*Abigail Adams*	Aladdin Paperbacks	Jean Brown Wagoner			
3	*Ben Franklin or Abigail Adams*	Aladdin Paperbacks	Augusta Stevenson			
4	*Gulliver's Travels*		Jonathan Swift			
4	*The Legend of Sleepy Hollow*	Core Knowledge Foundation	Washington Irving			
4	*Rip Van Winkle*		Washington Irving			
4	*Pollyanna*		Eleanor H. Potter			
4	*Robinson Crusoe*		Daniel Defoe			
4	*Robin Hood*	Core Knowledge Foundation	J. Walker McSpadden			
4	*Treasure Island*		Robert Louis Stevenson			
4	*And Then What Happened, Paul Revere?*		Jean Fritz			

Attachment A.3.11 List of Textbooks

4	*King Arthur*	Core Knowledge Foundation	Alice M. Hadfield
5	*Don Quixote*		Miguel de Cervantes
5	*Little Women*		Louisa May Alcott
5	*Narrative of the Life of Frederick Douglass*		Frederick Douglass
5	*The Secret Garden*	Signet Classic	Francis Hodgson Burnett
5	*Tales of Sherlock Holmes*		Sir Arthur Conan Doyle
5	*Caddie Woodlawn*		Carol Ryrie Brink
5	*Holes*		Louis Sachar
5	*The Lion, the Witch, and the Wardrobe*		C.S. Lewis
5	*A Midsummer Night's Dream*		William Shakespeare
6	*The Prince and the Pauper*		Mark Twain
6	*Hatchet*		Gary Paulsen
6	*The Wanderer*		Sharon Creech
6	*Esperanza Rising*		Pam Munoz Ryan
6	*Tuck Everlasting*	Scholastic	Natalie Babbitt
6	*Nothing But the Truth*		Avi
6	*Where the Red Fern Grows*		Wilson Rawls
6	*Crispin: The Cross of Lead*		Avi
6	*The Cay*		Theodore Taylor
6	*Julius Caesar*	Bantam Books	William Shakespeare
7	*The Call of the Wild*	Tom Doherty Associates, LLC	Jack London

Attachment A.3.11 List of Textbooks

7	*My Antonia*	Vintage Classics	Willa Cather
7	*Around the World in Eighty Days*	Signet Classic	Jules Verne
7	*The Adventures of*	Apple Classics	Mark Twain
7	*Cyrano de Bergerac*	Prestwick House Literary Touchstone Classics	Edmond Rostand
7	*Anne Frank: Diary of a Young Girl*	Bantam Books	Anne Frank
8	*Fahrenheit 451*		Ray Bradbury
8	*Animal Farm*	Signet Classic	George Orwell
8	*Dr. Jekyll and Mr. Hyde*	Bantam Books	Robert Louis Stevenson
8	*To Kill A Mockingbird*	Warner Books, Inc.	Harper Lee
8	*Romeo & Juliet*		William Shakespeare
9	*Of Mice and Men*	Penguin Books	John Steinbeck
9	*Lord of the Flies*	Penguin Books	William Golding
9	*The Scarlet Pimpernel*	Simon and Schuster	Baroness Emmuska Orczy
9	*War of the Worlds*	The War of the Worlds	H.G. Wells
9	*The Count of Monte Cristo*	Bantam Dell	Alexandre Dumas
9	*Hamlet*		William Shakespeare
10	*The House on Mango Street*		Sandra Cisneros
10	*Ethan Frome*		Edith Wharton
10	*The House of Seven Gables*		Nathaniel Hawthorne
10	*Great Expectations*		Charles Dickens
10	*A Raisin in the Sun*		Lorraine Hansberry
10	*Oedipus Rex*		Sophocles

Attachment A.3.11 List of Textbooks

10 *The Odyssey* Homer

5-6	**Novel Studies**	Holes . . . Louis Sachar		9780440414803		
5-6	**Novel Studies**	Esperanza Rising . . . Pam Munoz		043912042x		
5-6	**Novel Studies**	Esperanze Rising Literary Guide Terry Dodds				
5-6	**Novel Studies**	And then what happened to Paul Revere . . . Jean Firtz		0698113519		
5-6	**Novel Studies**	Tuck Everlasting . . . Natalie Babbitt		0590988867		
5-6	**Novel Studies**	Treasure Island . . . Robert Louis Stevenson		1890517046		
5-6	**Novel Studies**	Crispin: The Cross of Lead . . . Avi		0786816589		
5-6	**Novel Studies**	Sign of the Beaver . . . A novel study (Terry Dodds				
5-6	**Novel Studies**	King Arthur and the Round Table - CK		1890517356		
5-6	**Novel Studies**	Gulliver's Travel - CK		1890517003		
5-6	**Novel Studies**	Robinson Crusoe - CK		189051702x		
5-6	**Novel Studies**	Polyanna - CK		9781890517069		
5-6	**Novel Studies**	Robin Hood - CK		9781890517168		
5-6	**Novel Studies**	Legend of Sleepy Hollow		9781890517144		
5-6	**Novel Studies**	Narrative Life of Frederick Douglass, An American Slave - CK		9781933486000		
5-6	**Novel Studies**	Sherlock Holmes - CK		1890517089		
5-6	**Novel Studies**	The Wanderer Literary Guide - Terry Dodds				
5-6	**Novel Studies**	Holes Teacher Guide -- Terry Dodds				

Narrative A.4.2 Instruments used as formative or summative assessments

American Prep is committed to providing all required assessments as outlined in Nevada law and rule. We will fully participate in the statewide system of assessment and accountability.

It is vital that assessments provide reliable data upon which we can make decisions regarding our academic program. The validity of assessments is paramount. We have chosen assessments that, in our estimation, provide a high level of reliability. Many of our curricular programs offer in-program assessments that provide for increased consistency and validity. We use the SAT-10 annually as it is a well-respected nationally norm-referenced assessment. We believe it is important to have a benchmark that ties our program to national standards. The CRTs ***and HSPE*** from the state of Nevada provide a valid assessment tool for comparison of our school to other Nevada schools.

Skill Areas

Reading Assessments K-6 – Reading Mastery and Novels courses

Formative	Summative
Reading Mastery (RM) Placement Exams	RM end-of-year cumulative program assessments
Daily Lesson Data Record	
RM Checkout (in-program assessment every 5-10 lessons)	State CRT
Daily homework	SAT-10
In-class examinations (Novels courses)	
DIBELS Next – three times/year and progress monitoring as needed	

Math Assessments – K-12

Formative	Summative
Math Placement Exam	Final Exam
Daily work check	State CRT; ***HSPE***
Cumulative exam every 5-10 lessons	SAT-10
Cumulative exam every 30 lessons	

Spelling K-6

Formative	Summative
Placement exam	Final Exam
Daily Lesson Data Record	SAT-10
Cumulative exam every 5-10 lessons	
Daily homework	

Content Areas

Science, History, Geography K-6

Formative	Summative
Daily Lesson Data Record	Final Exam
Homework and Classwork	Core Knowledge Year-End Exam
Unit exams (standardized across the school, provided in curriculum)	SAT-10
	State Science CRT

Miscellaneous Subject Areas

Grammar

Formative	Summative
Lesson tests every 3 days	Last Unit Test
Unit Tests 7-10 times a year	
Written performance papers and Oral Diagraming of Sentences	

Vocabulary

Formative	Summative
Lesson tests once a week	Last Unit Test
Daily Activities	

Writing

Formative	Summative
Daily Practice Exercises	Final Exam
Written Assignments	State Writing Exam (select grades)

Secondary Grades 7-12

Formative	Summative
In-class assignments, graded work, homework. Each course has established "accountability elements" which are identified quizzes, assignments, or tests that are standardized across departments and administered to students throughout the year. Results are reported weekly on these accountability elements so that school administrators can see if students are achieving mastery. Teams meet to discuss the results weekly.	Final Examinations
	State CRT Exams (subject specific); ***HSPE***
	SAT-10
	PLAN Test (grade 10)
	ACT Test (grade 11)

Narrative A.4.3 Approach to Assessments

As outlined in our mission, vision and philosophy, we believe we must be held accountable for student growth based "on concrete measurements." We believe assessments are critical to the effective operation of a school and therefore have developed a multi-faceted assessment program. Testing measures student achievement as well as teacher effectiveness. If we are to truly teach EVERY child to mastery, we must collect reliable data that tells us how that student is performing. Through the use of placement exams, in-program testing, daily lesson data records, and state and national testing, we can continually gather accurate data on each student's progress. Teachers evaluate this data and report it to the academic director through bi-monthly reports, lesson progress charts (weekly reports), and weekly team meetings. By so doing, we can ensure all students are meeting school academic goals or interventions are being put into place to help them achieve those goals. We believe that the only way to *ensure* that no child is left behind is through accurate assessments and data collection and analysis.

Our plan for the ongoing use of student data to drive improved achievement and growth centers around a weekly report called the "Lesson Progress Chart" (LPC). On this report, teachers write which "accountability elements" (assessments) they administered to their students that week, as well as which lessons were taught during the week. They also list any students who did not achieve "mastery" (scored 80% or below, or 85% or below depending upon the subject area) on the accountability element. Teachers then write their plan to bring that student to mastery. These LPCs are submitted to the Academic Secretary, who compiles a weekly report on a comprehensive spreadsheet. This report is reviewed during the weekly team meeting, and solutions are agreed upon for assisting students to achieve mastery in the coming week.

Decisions driven by this data include (but are not limited to): change of student placement into another, more appropriate group, change in academic supports during instruction, involvement of parents in helping provide extra practice, or increased teacher coaching and training.

By gathering and reporting this assessment data, we are able to use the results to inform our teaching and also to help us know which teachers may be in need of professional development to improve

the mastery levels in their courses. We are committed to gathering, analyzing, and utilizing student achievement data, as we believe it is the only way to assist each student to achieve mastery.

Narrative A.4.4 Use of Longitudinal Data

As American Prep is a highly data-driven school model, records of student achievement are kept throughout the school year, and also year over year. At currently operating American Prep sites, individual student data can be reviewed for as long as the student has attended the school. The Master Academic Spreadsheet is an ongoing tool that houses all student achievement data, year over year. Year-end summative test results are reviewed to ensure that students make at least one year's progress in one year's time. Year over year data is used to track individual student achievement and also to determine if there are any weaknesses in the academic program at certain grade levels. For example, if a cohort of students makes at least one year's progress in one year's time consistently year to year, and then for example, in 5th grade fails to do so, and the next year the next cohort fails to achieve benchmark growth targets in 5th grade, we would look carefully at the 5th grade program, at the teachers and all other variables to try to ascertain what changes must be made to remedy the problem.

Other uses for longitudinal data include analysis of student progress with multiple variables. For example, by looking at year over year data we can see the rate of progress among students when they have attained certain skill levels. A good example of this is with students participating in our ESL program. Longitudinal trending data from our previous ESL students suggests when certain target levels of proficiency are reached, we would expect to see an acceleration of overall academic progress

Narrative A.4.5 Closing the Achievement Gap

All K-6 students will be given placement tests in all the skills acquisition areas. The data from these tests will be used to place students in achievement-level groups for instruction. Students are thus taught at their precise instructional level in the subject areas of reading, math and spelling (2.5 hours of their school day). In grades K-3 for example, all students go to reading at the same time (8:30-9:30 a.m.) and there are at a minimum 20 classes for students to attend. This means that there are potentially 20 levels of reading instruction, all derived from the data we collect on student achievement and individual

learning needs. We not only group according to students' instruction level, but we gather data on academic ability, behavior and work speed. We then are able to use that data to group according to those additional learning variables, such as the need for structure in the class, for repetition, or individual work speed. For example, if we have four Level 3 reading groups, each group can be a bit different with regard to structure and pace. The learning needs of students are very specifically targeted in this way, all based upon student learning data that we collect.

This precise instruction allows for maximum academic progress for each student. Although the great majority of students remain in the group all year, the system allows for students to move groups depending upon their needs. Data is collected weekly by the teacher and reported to the Academic Director. Students who begin to fall behind can be placed in a slower moving group at the same level. Students who respond well to this effective instruction and who then "zoom" ahead can be placed in a more advanced or faster-paced group.

These fluid groups result in very effective and efficient instruction, with small groups of students moving at their maximum pace, at mastery, through the curriculum. Teachers are taught to carefully monitor mastery so that the instruction is always appropriate and relevant and no child "slips through a crack." Efficient, targeted instruction with constant data collection to ensure mastery of each student is one important way that the achievement gap can be successfully closed.

Another aspect of the program that closes the achievement gap is providing additional instruction for students who are behind. Our data indicates which students need additional time on task in order to meet achievement benchmarks. Our "Double Dose" program and our "Triple Dose" program provide this additional instruction. Students who are behind our grade level targets academically are placed in reading groups or math groups that meet more than once during the day. Triple dose students meet for the 3rd time at the end of the day.

We divide our students into Dismissal 1 and Dismissal 2 groups according to their need for additional instruction time. Dismissal 1 students are students performing on level, and they are dismissed to carpool at 3:25. Dismissal 2 students (those not performing on level) remain in class and have their

Triple Dose time in a skills area like reading or math, or for secondary students whatever subject they need help in. These students remain in class until 3:50 and are then dismissed to the pickup area. No additional staff are required, students are not missing other instruction to receive this additional remediation, yet they are receiving an additional 100 minutes of instruction per week. (Because we do not provide transportation of students to/from the school, an added benefit of the extended learning time is a more fluid and safe school dismissal.)

These are some of the strategies American Prep employs to use data to close the achievement gap.

Narrative A.4.6 Data Management

In the American Prep model, all data will be tracked by: first, the teacher uses school-wide specific forms for which they have received training, and second, the teacher reports information to the Academic Director for analysis and long term tracking. Teachers will use the Daily Lesson Data Record (DLDR) to track each student's performance in an individual class. The DLDR tracks turns, errors, and scores. Teachers also complete a Lesson Progress Chart (LPC) each Friday that documents all students who are not at mastery in any class and report this information to the Academic Director. This data will be discussed each Wednesday during team meetings. The Academic Director will track, organize, and store all forms for long-term information retrieval.

All student placement exams are charted on a placement form and on the Master Academic Spreadsheet and stored by the Academic Director for use in creating the achievement groups.
All student end-of-year exams are documented on the year-end data forms and turned into the Academic Director along with all in-class data records such as DLDRs, data arrays, checkout forms and test materials. The Academic Director will use this information for future placement decisions and then store it for year to year tracking in the Master Academic Spreadsheet.

Achievement data is utilized to create a year-end Comprehensive Needs Analysis from which annual School Improvement Goals are created by a team of Stakeholders. The school's data is reported to parents via the school's website and via parent newsletters.

Narrative A.4.7 Promoting Students

All students must meet the following criteria to be **automatically** promoted to the next grade level.

- Passed each course with a C grade or higher at least three quarters out of four
- Attended at least 160 days of school
- Passed at least the lowest level of the skills classes (reading/math) for their level
- Can read at DIBELS benchmark for their grade level (K-6)
- Passed Math Facts Mastery for their grade level (K-6)
- Have Not been suspended throughout the school year

Students who do not meet all these requirements will fall into a three-level Tier system depending on the severity of the deficiencies. The Academic Director, School Director, Homeroom and Group teachers comprise the Promotion Team. They determine the Tier level the student needs to be in:

Tier 1 – Student and parents receive a letter notifying them of the deficiency, and outlining work assignments that need to be completed during the summer in order for the student to be promoted.

Tier 2- Student and parent(s) are required to attend a promotion meeting with the Promotion Team where terms for promotion will be discussed and goals will be set for summer work to achieve promotion.

Tier 3 – Student and Parents will meet with the Promotion Team to discuss the Gift of Time (retention) as a possible benefit for that student.

Students who fail to pass a grade level will be offered a seat on a space available basis in the grade level they are repeating.

High School students who fail a course will be referred to credit recovery programs to make up the credits. High School students must earn 24 credits to qualify for graduation from American Prep.

View 1

	Time Table	K	1st	2nd	3rd	4th	5th	6th
CRT	150th Day of Instruction +/- 10 Days, or by May 31 (whichever is earlier)	No	No	No	Yes	Yes	Yes	Yes
Writing Exam	Jan. & February	No	No	No	No	No	Yes	No
ELPA	Oct.-Feb.	AN	AN	AN	AN	AN	AN	AN
NAEP	Jan.-March	No	No	No	No	When Selected	No	No
SAT	May	Yes	Yes	Yes	Yes	Yes	Yes	Yes
HSPE-Math, Reading, and Science	Oct., Mar., Apr., July	No	No	No	No	No	No	No
HSPE-Writing	Nov. & Mar.	No	No	No	No	No	No	No
NAA	Feb. 1 - Apr. 30	No	No	No	Yes	Yes	Yes	Yes

	Time Table	7th	8th	9th	10th	11th	12th
CRT	150th Day of Instruction +/- 10 Days, or by May 31 (whichever is earlier)	Yes	Yes	No	No	No	No
Writing Exam	Jan. & February	No	Yes	No	No	No	No
ELPA	Oct.-Feb.	AN	AN	AN	AN	AN	AN
NAEP	Jan.-March	No	When Selected	No	No	No	No
SAT	May	Yes	Yes	Yes	No	No	No
HSPE-Math, Reading, and Science	Oct., Mar., Apr., July	No	No	No	Yes	Yes	Yes
HSPE-Writing	Nov. & Mar.	No	No	No	No	Yes	Yes
NAA	Feb. 1 - Apr. 30	Yes	Yes	No	No	Yes	No

AN=As Needed

VIEW 2

	CRT*	Writing*	ELPA*	NAEP*	SAT	Core Knowledge	AP Exams	ACT	HSPE*	HSPE*	NAA*
	150th Day of Instruction +/– 10 Days, or by May 31 (whichever is earlier)	**Jan. & February**	**Oct. - Dec.**		Last 20 days of school		**Multiple Subjects**	**Administered several times acording to ACT schedule**	**Math, Reading, Science**	**Writing**	**Feb. - Apr.**
Kindergarten	NA	NA	x	NA	x	x			NA	NA	
First	NA	NA	x	NA	x	x			NA	NA	
Second	NA	NA	x	NA	x	x			NA	NA	
Third	Reading, Math	NA	x	NA	x	x			NA	NA	x
Fourth	Reading, Math	NA	x	When Selected	x	x			NA	NA	x
Fifth	Reading, Math, Science	x	x	NA	x	x			NA	NA	x
Sixth	Reading, Math	NA	x	NA	x	x			NA	NA	x
Seventh	Reading, Math	NA	x	NA	x				NA	NA	x
Eighth	Reading, Math, Science	x	x	When Selected	x				NA	NA	x
Ninth	NA	NA	x	NA	x		x		NA	NA	
Tenth	NA	NA	x	NA	x		x	x	x	NA	
Eleventh	NA	NA	x	NA			x	x	x	x	x
Twelfth	NA	NA	x	When Selected			x	x	x	x	

*Denotes a state required assessment

Narrative A.5.2 Initial Enrollment Schedule

At the time our application is approved, we will begin advertising our school and conducting outreach to target communities. We will provide an online tool where parents can fill out an "Intent to Enroll" – which is a pre-enrollment form that will let us know the type of response we are getting as a result of our outreach efforts.

No more than 120 days before the date on which our school will open (NAC 386.135), on May 1 and through May 15, we will accept applications for enrollment. On May 16th, classes will be filled. At the point at which we are oversubscribed in any grade level, a lottery will be held for remaining seats (see Lottery description Narrative B.7).

Narrative A.5.4 Alternative Schedule

American Prep-LV requires an alternative schedule to allow for early release of students every Wednesday. Students will be dismissed at 1:30 on this day rather than 3:30 to allow for teacher collaboration to align curriculum both vertically and horizontally. Weekly teacher collaboration is vital to the success of the students and in ensuring all grade levels are consistent and aligned according to curriculum standards. We will offer full and half-day kindergarten according to parent preference. Both exceed minimum required minutes for attendance for kindergarteners as is shown in Attachment A.5.3. ***Upon granting of a subsection 7 charter, we will submit the alternative schedule request to the NDE.***

Attachment A.5.1 School Calendar

School Calender for 2013-2014 School Year

Start Date: 8/26/2013

Start Date:

Type of calender	Monday	Tuesday	Wednesday	Thursday	Friday							Total Days	Days NT	Total Days		
August 2013	26	27	28	29	30	1	1	1	1	1	5				**First Day Term 1:** 8/26/13	
	LD -2	3	4	5	6	0	1	1	1	1	4					Labor Day 9/2/13
September 2013	9	10	11	12	13	1	1	1	1	1	5					
	16	17	18	19	20	1	1	1	1	1	5				**School**	
												19	1	19	**Month 1**	
	23	24	25	26	27	1	1	1	1	1	5					Count Day 9/20/13
	30	1	2	PD-3	PD-4	1	1	1	0	0	3					Professional Development Dismissal @12:15
October 2013	7	8	9	10	11	1	1	1	1	1	5					
	14	15	16	17	18	1	1	1	1	1	5				**School**	
												20	2	39	**Month 2**	
	21	22	23	24	ND - 2	1	1	1	1	0	4					Nevada Day 10/25/13
	28	29	30	31	1	1	1	1	1	1	5				**Last Day Term 1**	10/24/2013 **First Day Term 2:** 10/28/2013
November 2013	4	5	6	PTC-7	8	1	1	1	0	1	4					PT Conference 11/7/13
	VD -11	12	13	14	15	0	1	1	1	1	4				**School**	Veteran's Day 11/11/13
												18	2	57	**Month 3**	
	18	19	20	21	22	1	1	1	1	1	5					
	25	26	27	TD-28	TD-29	1	1	1	0	0	3					
	2	3	4	5	6	1	1	1	1	1	5					
December 2013	9	10	11	12	13	1	1	1	1	1	5				**School**	Thanksgiving 11/28/13
												18	2	75	**Month 4**	Family Day 11/29/13
	16	17	18	19	20	1	1	1	1	1	5					Winter /Christmas Break
	WB-23	WD-24	WD-25	WD-26	WD-27	0	0	0	0	0	0					12/23/13 through 1/1/14
	WD-30	WD-31	WD-1	WD-2	WD - 3	0	0	0	0	0	0					
January 2014	6	7	8	9	10	1	1	1	1	1	5				**Last Day Term 2:** 1/17/2014 **First Day Term 3:** 1/21/2014	
	13	14	15	16	17	1	1	1	1	1	5				**School**	
												15	10	90	**Month 5**	
	MLK-20	21	22	23	24	0	1	1	1	1	4					Martin Luther King
	27	28	29	30	31	1	1	1	1	1	5					1/20/14
February 2014	3	4	5	6	7	1	1	1	1	1	5					
	10	11	12	13	14	1	1	1	1	1	5				**School**	
												19	1	109	**Month 6**	
	PD-17	18	19	20	21	0	1	1	1	1	4					President's Day 2/17/14
	24	24	26	27	28	1	1	1	1	1	5					
March 2014	3	4	5	6	7	1	1	1	1	1	5					
	10	11	12	13	14	1	1	1	1	1	5				**School**	
												19	1	128	**Month 7**	
	17	18	19	20	21	1	1	1	1	1	5					
	24	25	26	27	28	1	1	1	1	1	5					
	31	1	2	3	4	1	1	1	1	1	5				**Last Day Term**	**rm 3:** 4/4/2014 **First Day Term 4:** 4/7/2014
April 2014	7	8	9	10	PTC-11	1	1	1	1	0	4				**School**	Spring Break
	SB-14	SB-15	SB-16	SB-17	SB-18	0	0	0	0	0	0					4/14 through 4/18/14
												20	5	148	**Month 8**	PT Conference 4/11/14
	21	22	23	24	25	1	1	1	1	1	5					
	28	29	30	1	2	1	1	1	1	1	5					
May 2014	5	6	7	8	9	1	1	1	1	1	5				**School**	
	12	13	14	15	16	1	1	1	1	1	5					
												20	0	168	**Month 9**	
	19	20	21	22	23	1	1	1	1	1	5					
	MD-26	27	28	29	30	0	1	1	1	1	4					Memorial Day 5/26/14
June 2014	2	3	4	5	6	1	1	1	1	1	5				**School**	Last Day 6/6/14
	CD-9	**CD-10**	**CD-12**			0	0	0	0	0	0					**Contingency days**
																6/9, 6/10, 6/11 2014
												14	0	182	**Month 10**	
					Totals							**182**	**24**	**182**		

PD Professional Development for all teachers
WB Winter Break
SB Spring Break
CD Contingency day

Wednesdays - Less than a full day of instruction will be administered in Grades 3-9.

Attachment A.5.1 – Addendum to School Calendar

A.5 Tentative School Calendar and Daily Schedule

1. Please see attached calendar

a. According to NRS 388.090 and NRS0386.550(1) (F), students in grades kindergarten through twelve, there are 178 student instructional days with two Parent Teacher Conference days, for a total of 180 school days for the 2013-2014 calendar year.

b. There will be 11 legal holidays observed according to NRS 236.015 (1) and (2)

The holiday schedule for State employees is established by the Legislature. The following are legal holidays:

January 1 ..... New Year's Day
Third Monday in January ..... Martin Luther King, Jr.'s Birthday
Third Monday in February ..... Presidents' Day
Last Monday in May ..... Memorial Day
July 4 ..... Independence Day
First Monday in September ..... Labor Day
Last Friday in October ..... Nevada Day
November 11 ..... Veteran's Day
Fourth Thursday in November ..... Thanksgiving Day
Friday following the Fourth Thursday in November ..... Family Day
December 25 ..... Christmas Day

When January 1, July 4, November 11, or December 25 falls on a Saturday, the preceding Friday is the observed legal holiday. If these days fall on Sunday, the following Monday is the observed holiday.

c. Please see attached calendar

d. Please see attached calendar

Attachment A.5.1 – Addendum to School Calendar

1. NAC 387.131 requires that Kindergarten pupils receive a minimum of **21,600** minutes of instruction per school year. Kindergarten requires 120 minimum daily minutes per school day x 180 school days = 21,600 minutes per school year.
American Prep's schedule provides 68,520 minutes per school year in Kindergarten for all day program and 34,260 minutes for half-day program.

2. NAC 387.131 requires that pupils in grades one and two receive a minimum of **43,200** minutes of instruction per school year. First and second grade requires 240 daily minutes per school day x 180 school days = 43,200 minutes per school year.
American Prep's schedule provides 68,520 minutes per school year in grades one and two.

3. NAC 387.131 requires that pupils in grades three, four, five and six receive a minimum of **54,000** minutes of instruction per school year. Grades three, four, five and six require 300 daily minutes per school day x 180 school days = 54,000 minutes per school year.
American Prep's schedule provides 69,780 minutes per school year in grades 3-5.

4. NAC 387.131 requires that pupils in grades seven through twelve receive a minimum of **59,400** minutes of instruction per school year. Grades seven through twelve require 330 daily minutes per school day x 180 school days = 59,400 minutes per school year.
American Prep's schedule provides 69,012 minutes per school year in grades 7-12.

Attachment A.53

NEVADA DEPARTMENT OF EDUCATION
APPLICATION TO OPERATE AN ALTERNATIVE SCHEDULE PURSUANT TO NRS 388.090 OR NRS 386.550
SCHOOL YEAR 2011-2012

District/Charter School Name	Beginning Date of School Year	Ending Date of School Year
American Preparatory Academy - Vegas	8/26/2013	6/6/2014
Address tbd	City, Zip Las Vegas, NV	Telephone Fax (702) 539-0420
Authorized Contact Person's Name Rachelle Hulet	Title Committee to Form Chairperson	E-Mail Rachellehulet@gmail.com

I hereby certify that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the District/Charter School's meeting held on _____. The Board of Trustees is aware that a written report is required to be submitted to the State Superintendent of Public Instruction on or before December 31, 2012. This written report must include a description of the alternative schedule and an evaluation of the effect of the program.

_____

Signature of District Superintendent or Authorized Person (include title) Date

1. The district/charter school is applying to operate the schools noted in this application on an alternative instruction schedule due to the following reason. Please check one of the following:

☐ A. The district/charter school is in a rural or remote area, whereby the population of the county is less than 100,000. The district/charter school requests to operate on an alternative instruction schedule at one or more rural schools in accordance with NRS 388.090.2.

☐ B. The district/charter school requests to operate on an alternative instruction schedule at one or more rural schools in accordance with NRS 388.090.2. Although the population of the county is more than 100,000, the district has schools in a rural or remote area.

☐ C. The district/charter school requests to operate on an alternative instruction schedule in accordance with NRS 388.090.3 due to enrollment growth or overcrowding. Please provide the supporting documentation to justify the claim of growth or overcrowding.

☒ D. The charter school requests to operate on an alternative instruction schedule in accordance with NRS 386.550.1 due to reasons described in item 2 of this application.

FOR DEPARTMENT OF EDUCATION APPROVAL

Date Received

_____ _____

Keith Rheault, Superintendent of Public Instruction Date

2. What is the purpose for which the school district/charter school is requesting an alternative schedule?

Staff meetings every Wednesday afternoon to allow faculty and staff time to plan and collaborate their implementation for Thursday/Friday assessments.

3. What problems does the school district/charter school hope to alleviate through an alternative schedule?

Lack of effective teacher collaboration

4. List the names and addresses of all schools that will offer an alternative schedule of instruction if this application is approved.

School Name	School Address	Grade Levels
American Preparatory Academy (Las Vegas)	tbd	K-9 year 1

Attach additional sheets, if necessary and label the page number as 2a.

5. For school year 2011-2012, how many pupils are estimated to attend the schools covered by this application?

926

6. The bell schedule for schools operating on an alternative schedule will be:

Bell Schedule	Kindergarten	Grades 1-2	Grades 3-6	Grades 7-12
Classes Begin	8:15	8:15	8:15	8:15
Lunch/Nutrition Break Begins	11:45	11:45	11:40	11:43
Lunch/Nutrition Break Ends	12:12	12:12	12:00	12:04
Lunch/Nutrition Break Begins	—	—	—	—
Lunch/Nutrition Break Ends	—	—	—	—
Classes End	3:30	3:30	3:30	3:30

Note: If the bell schedule is not exactly the same for each school or each day of the school week, attach a separate bell schedule for each day of the week.

7. The school schedule for the first school month of the schools covered by this application will be the following:

Daily Minutes of Attendance by Grade

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1							
Kindergarten	Ø	408	408	288	408	408	Ø
Grade 1,2		408	408	288	408	408	
Grade 3-6		415	415	295	415	415	
Grade 7-12		414	414	294	414	414	
Week 2							
Kindergarten	Ø	408	408	288	408	408	Ø
Grade 1,2		408	408	288	408	408	
Grade 3-6		415	415	295	415	415	
Grade 7-12		414	414	294	414	414	
Week 3							
Kindergarten	Ø	408	408	288	408	408	Ø
Grade 1,2		408	408	288	408	408	
Grade 3-6		415	415	295	415	415	
Grade 7-12		414	414	294	414	414	
Week 4							
Kindergarten	Ø	408	408	288	408	408	Ø
Grade 1,2		408	408	288	408	408	
Grade 3-6		415	415	295	415	415	
Grade 7-12		414	414	294	414	414	

Note: Attach additional schedules if all schools do not operate on the same schedule. The district/charter school must attach an applicable school calendar covering the schools with changed schedules as provided to the Nevada Department of Education in accordance with NAC 387.120. For school district applications, a copy of a letter from a representative of the local teachers association agreeing to the alternative schedule is also required.

8. NAC 387.131 requires that Kindergarten pupils receive a minimum of **21,600** minutes of instruction per school year. Kindergarten requires 120 minimum daily minutes per school day x 180 school days = 21,600 minutes per school year. How many minutes of instruction per school year will be received by Kindergarten pupils attending schools in the district that operate on an alternative instruction schedule?

34,200 ½ day
68,520 full day

9. NAC 387.131 requires that pupils in grades one and two receive a minimum of **43,200** minutes of instruction per school year. First and second grade requires 240 daily minutes per school day x 180 school days = 43,200 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades one and two that are attending schools in the district that operate on an alternative instruction schedule?

68,520

10. NAC 387.131 requires that pupils in grades three, four, five and six receive a minimum of **54,000** minutes of instruction per school year. Grades three, four, five and six require 300 daily minutes per school day x 180 school days = 54,000 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades three, four, five and six that are attending schools in the district that operate on an alternative instruction schedule?

69,780

11. NAC 387.131 requires that pupils in grades seven through twelve receive a minimum of **59,400** minutes of instruction per school year. Grades seven through twelve require 330 daily minutes per school day x 180 school days = 59,400 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades seven through twelve that are attending schools in the district that operate on an alternative instruction schedule?

69,012

FOR DEPARTMENT OF EDUCATION USE ONLY

The application to offer an alternative schedule of instruction per week at the aforementioned schools is recommended/not recommended for approval.

Date Approved	Fiscal Year	Recommendation for Approval By

Narrative A.6.1 School Policies

Our policies are coordinated through the administrative team to ensure that each policy relates directly or indirectly to our school goals. A comprehensive policy manual has been established and will be regularly reviewed and updated to ensure the policies support the educational goals of the school and comply with all State and Federal legislation. ~~A copy of our policy manual is available upon request.~~ The Governing Board will review and approve school policies.

Narrative A.6.2 School Philosophy Regarding Student Behavior

We recognize that in order to succeed in our mission, American Prep must be a place where positive motivation guides students and staff alike. To help us firmly plant this ideal into our institution, we have adopted a "Builders" theme. All members of the staff, students, and parents in the American Prep community work together to "build" our great school. Each person has a responsibility to be a "builder," the result of which is a loving, positive atmosphere. ~~The Builders Poem is found in Appendix A.6.2.~~ ***The policies associated with our Builders Theme and Builders Program support the goals of our school by developing students who are hard working, industrious and resilient, resulting in increased academic performance and virtuous character development. Monthly builders "themes" and awards, the school communication policy, and the school discipline policy are implemented to directly impact student development of traits that increase their academic performance and character development, thereby directly impacting the school's achievement of its goals.***

Students and staff at American Prep are expected to conduct themselves in a respectful, honorable manner. Members of our community are expected to respect the mission of American Prep, and this will be reflected in their conduct and interaction while on school premises. Detailed information about student behavior expectations can be found in Attachment A.6.3.

Narrative A.6.6 Family Involvement

There are many opportunities for parents to be involved at the school, including weekly assemblies in the Elementary School where parents are invited to come and watch as students "Show What They Know". We have several assemblies where parents are invited to participate, including

Veterans Day, Builders, and Memorial Day assemblies. We have an "open chair" policy in all our classrooms where parents are invited to come and observe instruction at any time. Parent teacher conferences are held 3 times per year. Daily parent communication via the learning plan and weekly school newsletters also provide constant invitations for parent involvement.

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. ***These school policies increase students' academic success (our primary school goal) as parental support is known to be a major determinant in student success. This high structure is implemented throughout elementary school, and scaled back in 7-8th grade, with some parental signatures required and daily learning plan checks by teachers. High school students are expected to be self-managing, however, if needed, additional structure can be added and required as students learn the organizational skills needed for academic success.***

In particular, these policies support our school goals of academic success for our at-risk students. By having a standard communication system – the learning plan in elementary and student planner in secondary – parents can more easily learn how to support their student at school and remain fully involved. Parents need only learn one system, and it is used for 7 years throughout elementary, and another system for 6 years in Secondary. This is especially helpful for families of at-risk students and parents who have limited English abilities.

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. Secondary parents are given a login to review student grades. Secondary homework assignments are recorded on a daily planner for parents to review. ***Homework policies directly contribute to the achievement of school goals by improving our student's scholarly development, aiding them in developing work and study habits, responsibility, and academic focus.***

American Prep asks families to provide 20 hours per year of volunteer service. All parents are trained as volunteers, are provided Volunteer Guidelines, and are 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.

If American Prep-LV becomes a Title 1 school, there will be additional opportunities for parental involvement through school-wide committee participation. ***All of our policies that improve parental involvement directly contribute to the achievement of school goals, as parental involvement is a major determinant in student academic success.***

Parent Satisfaction

Keeping lines of communication open is important to maintaining parent satisfaction. On a daily basis, parents of K-6 students read and sign the student's Learning Plan. There is a place on the LP for parents to write questions or concerns to the teacher. Teachers check and respond to comments on the LP daily.

The Parent-Student Handbook, provided to families at the beginning of the school year, will outline which school personnel are best able to respond to a parent's specific concerns, and will provide the chain of authority if a concern is not satisfied.

Additionally, each spring, a comprehensive survey will be administered to all parents in which they will be asked to rank all aspects of the school operation and the performance of their children's teachers. ***Policies relating to parent satisfaction and communication contribute directly to the achievement of school goals as the school/student/parent partnership is vital to student academic success and character development.***

Attachment A.6.3 Code of Conduct (NRS 386.585)

American Prep's Code of Conduct is based on the following core principles:

1. All students and staff members benefit from a learning environment that is free from disruption and harassment, and one that is physically safe and emotionally nurturing. Students at American Prep will not be allowed to disrupt the learning process.
2. All students are capable of appropriate conduct in the school setting
3. It is the responsibility of the teachers and administrators to explicitly teach the behaviors that are expected and the behaviors that are unacceptable to each student in each setting at the school.
4. It is the responsibility of the student to learn self-discipline and to adhere to the code of conduct.
5. It is the responsibility of the parent to fully participate in the process of teaching the student appropriate conduct and supporting disciplinary measures.

The goals of American Prep's Code of Conduct:

1. All students will have access to a learning environment free from disruption and harassment.
2. Students will be physically safe at American Prep.
3. Students will be emotionally nurtured at American Prep..
4. Students will learn appropriate conduct by practicing self-discipline, and will be able to generalize their understanding of appropriate conduct to situations other than those specifically and explicitly taught.
5. Discipline as opposed to punishment will be utilized at American Prep. Discipline refers to the process of teaching positive behaviors and allowing students opportunities to practice those positive behaviors until they become proficient at controlling unproductive behavior.
6. Consequences imposed as a result of unproductive behavior will be meaningful and effective, with the goal always being that the student is motivated to improve his/her behavior.

American Preparatory Academy Code of Conduct

Students and staff at American Prep will conduct themselves in a respectful, honorable manner. Members of our community will respect the mission of American Prep, and this will be reflected in their conduct and interaction while on school premises.

Dress - Students and staff will dress according to the school dress code guidelines, exhibiting respect for themselves and others.

Language and Communication - Students and staff will speak at all times with respect and kindness. Language that is positive and promotes the mission of American Prep will be taught, modeled, and fostered. Students and staff will notice positive behavior in others, and will commend others for their efforts. Language that builds, supports, and encourages will be frequently and consistently used. Communication will be positive. When corrections need to be made by staff members, this will be done privately whenever possible, and always in a respectful, kind manner. Positive language and encouragement will follow any necessary corrections. Gratitude will be expressed frequently and consistently by students and staff, both in word and in written form.

Comportment – Students and staff will demonstrate correct behavior with regard to their physical selves. Hands and feet will be kept to oneself, and respect will be shown by walking in an orderly manner in the hallways and in other school areas. Interaction will be friendly and helpful, without horseplay or other physical demonstrations that are inappropriate.

Bullying - American Prep defines bullying as disrespect shown toward classmates, displayed as physical or verbal aggression, domination or disrespect. Bullying of any type is not permitted at American Prep. No form of aggressive physical interaction among students is acceptable. Verbal threats, even when couched in "jokes", are not tolerated and will be disciplined. Sarcasm and teasing may considered bullying. Eye rolling, shoulder shrugging, and audible sighs may be considered bullying behavior. School staff will assess interactions and determine if behavior is considered "bullying" based upon what a reasonable adult would consider offensive behavior which has made or has the potential to make the school environment uncomfortable or hostile for the student.

Electronic Bullying – American Prep defines electronic bullying as acts which are initiated by students, often outside of school hours using the internet, instant messaging, email or cell phone texting, which target other students, teachers or staff members and in which student, teachers or staff are spoken of or to in a negative or threatening manner. When these acts result in students or staff feeling uncomfortable about attending school, a hostile school environment has been created. We believe it is our responsibility to ensure that all students and staff feel comfortable and welcome at American Prep, and therefore American Prep considers these acts as bullying and we may initiate discipline procedures if they occur.

Attachment A.6.3 Code of Conduct (NRS 386.585)

Students must never take pictures or recordings of classes, school activities, classmates, or school property without express written permission of the school administration and those whose pictures they take. Posting online or distributing in any other way pictures or movies of school classes, school events or classmates without written permission by school administration is a violation of the code of conduct which warrants suspension and/or expulsion..

The following behaviors are considered infractions of the Code of Conduct. This is not an exhaustive list and the school administration may deem other actions or behaviors violations of the Code of Conduct:

1. Any behavior or action which materially and substantially disrupts school work and discipline
2. Disruption of the learning environment, including speaking in class without permission
3. Lack of control of hands or feet – pushing, hitting, kicking, tripping etc. without malice - horseplay
4. Lack of control of hands or feet – with malice or perceived malice
5. Use of profane language
6. Disrespect, defiance or insolence toward staff
7. Disrespect shown toward classmates (including bullying and electronic bullying)
8. Abusing, misusing or destruction of property
9. Physical or verbal harassment
10. Possession of a banned item (see banned item list)
11. Cheating
12. Stealing
13. Leaving school premises without permission
14. Skipping Class
15. Arriving tardy to class
16. Littering
17. Chewing Gum
18. Appearing out of uniform
19. Truancy (not attending school)

K-6 Discipline Plan

Teachers in classrooms in grades K-6 are responsible for teaching appropriate conduct and addressing unproductive behavior. Teachers will follow American Prep's CHAMPs program of positive motivation and explicit teaching to accomplish this. Card charts will be utilized in grades 1-5 to help students learn to manage their behavior. Daily reports of the student's behavior color will be sent home on the learning plan. Grade 6 will utilize a discipline log.

In the event a student's behavior violates the Code of Conduct, any of the following may occur:

Phone call home

Conference with parent and student

Parent Intervention (parent at school with student)

Suspension

Expulsion

Students who physically harm other students will not be allowed to remain in the classroom.

Jr. High School Discipline Plan

Generally Utilized Infraction Procedure

1. Student may receive a verbal warning from staff member who witnesses the infraction.
2. Staff member who witnesses the infraction will determine if an infraction referral is warranted.
3. If the infraction warrants a referral, the student will report to the Jr. High administration office to receive the referral form.
4. The staff member who witnessed the infraction will fill out the referral form and give it to Jr. High Administration.

Attachment A.6.3 Code of Conduct (NRS 386.585)

Once a referral is given, the School Director or designee may initiate the following discipline process:

1. **Administrative conference with student, contact parents**
2. **Teaching and Instruction** - The school provides to each family annually the Parent-Student Handbook, which contains the Code of Conduct. Parents and students are asked to review the Handbook and sign the "Receipt of Handbook" demonstrating they have fulfilled this requirement. The first step in the discipline process is conferencing with the student and reviewing the Code of Conduct to ensure the student knows and understands the violation of the Code of Conduct.
3. **Application of consequence**
   - Student will make amends to those offended or impacted. Amends may include verbal apologies, written apologies, restitution of property, and other amends as determined appropriate by the teacher or school administration.
   - First Offense: Parent Intervention (parent attends school with student)
   - Second Offense: Short-term suspension (1 day)
   - Third Offense: Short-term suspension (3 days)
   - Fourth Offense: Long-term suspension (10 days) and review of potential expulsion proceedings

The school reserves the right to modify this procedure or sequence of consequences according to student need and as determined by the School Director or designee. For violations of the Code of Conduct which threaten the health, safety or welfare of others the School Director or designee may immediately suspend students and/or begin expulsion proceedings according to the Suspension/Expulsion portion of the Code of Conduct (available from the school office upon request).

Parental support is vital to the success of the Code of Conduct as consequences out of school are often more effective in producing motivation than consequences imposed in school.

Definitions

Banned Items:

The following items are not allowed on the premises of American Prep:

Narcotics, non-prescription drugs
Controlled substances *NRS 392.463*
Tobacco, cigarettes, electronic cigarettes
Alcohol
Weapons, including real weapons or look-alike weapons *NRS 202.050/NRS 392.466*
Any explosive, noxious, or flammable material
Matches
Cigarette Lighters
Gum

Bullying: Disrespect shown toward classmates displayed as physical or verbal aggression or domination.
Parent Intervention: parent will attend school with the student and follow the Parent Intervention Guidelines.
Suspension: Suspension means the student is not allowed to attend class or any school activities for a specified period of time. Suspension shall be from one to ten days maximum.
Expulsion – student is expelled from American Prep for up to one year. ~~Student may not be allowed to attend any public school as per Clark County School District policy.~~
Willful Non-compliance: Students who refuse to participate in the programs of American Prep, or who fail to complete the consequences imposed by administration.
Truancy – failure to attend school. Nevada is a compulsory education state. *NRS 392.040* Students are required by law to attend school each day. If students chronically fail to attend school, defined by American Prep as missing more than three days per year with no communication from the parent regarding the absence, American Prep will report this information to a truancy officer *NRS 392.144.*

Parent Intervention Guidelines *NRS 386.585*

The goals of a Parent Intervention:

Engage the student's parent to assist the student in learning:

1. How to stay focused on doing their best on all of their work.
2. How to be respectful to the teacher and focus on learning.
3. How to conduct themselves in an appropriate manner in each learning environment at school.

Reinforce with parent and student what is expected of the student at school each day.

a. Students at APA are expected to do their best on all work. ("...ensure that every student achieves academic success...") See Mission Statement below.
b. Students are expected to respect the teacher and focus on learning. ("...provide an orderly, safe, and nurturing learning environment...") See Mission Statement below.
c. Students are expected to govern themselves and control themselves in all situations at school. ("...develops good character...") See Mission Statement below.

The parent's duties during a Parent Intervention:

1. Stay with the student at all times – sitting next to student desk during class time.
2. Re-direct the student back to learning whenever necessary.
3. Teach the student how to show respect to the teacher (ie: eyes on the teacher, feet flat on the floor, mouth closed, hands on the desk, etc.)
4. Help the student to see the value in self-control and self-governance.
5. Take any/all opportunities to teach correct behaviors during learning time, transitions, lunch, recess, etc.
6. Instill in their student the desire for success at school.

.....

APA's Mission: *To provide 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.*

APA School Vision (This is an excerpt from the APA School Vision)

IV. Learning:

- Every aspect of the student's experience from the moment they enter the school door will confirm to them that "this is a learning place!" This will include what they see on the walls and the actions and words they hear from staff and other students.
- Asking of thoughtful questions will be encouraged and rewarded.

- Each child will internalize the concept "I am a great learner" as they become part of the school culture.
- Staff will demonstrate to all students that we are ALL learners, even the adults! Staff will model the learning process, confirming to students that learning never ends.

Suspension and Expulsion Policy

Definitions

(a) "Director" means the Director of American Preparatory Academy-Las Vegas or his/her designee.

(b) "Governing Board" means the Governing Board of American Preparatory Academy- Las Vegas, which is the governing body that has authority under the law to suspend or expel students attending APA- Las Vegas and to delegate this authority to a designee of the Governing Board's choice.

(c) "Disciplinary Committee" means a committee of five parents chosen by the Governing Board from among the parents at American Preparatory Academy- Las Vegas.

(d) "Expel," "expulsion," "expelled", or another form of the foregoing means termination of educational services and removal from American Preparatory Academy- Las Vegas.

(e) "Long-term suspension" means a suspension lasting longer than 10 days, but not removal from American Preparatory Academy- Las Vegas.

(f) "Parent" means the custodial parent(s) or guardian of a student attending American Preparatory Academy- Las Vegas.

(g) "School day" means a day in which school is scheduled to convene in regular session.

(h) "Short-term suspension" means a suspension of 10 days or fewer.

(i) "Student" means a student of American Preparatory Academy who is not disabled as that term is defined under Federal law.

When student behavior violates the Code of Conduct, school administration may determine that a suspension or expulsion is warranted and necessary to successfully implement the mission of the school.

Short-term Suspension *NRS 392.4657*

Delegation of Authority—

The Governing Board delegates the authority to the Director to issue short-term suspensions.

Notice and Hearing—

Attachment A.6.3 Code of Conduct (NRS 386.585)

(a) Upon determining that a student's conduct may warrant short-term suspension, the Director or his/her designee shall convene an informal hearing at which the Director shall notify the student of the following:
(1) the specific rule(s) in the student code of conduct that the student has allegedly violated; and
(2) the specific conduct in which the student has engaged that violates the student code of conduct.
The Director shall make reasonable efforts to immediately notify the student's parent regarding the allegations against the student and the time of the hearing. However, if the Director is unable to contact the student's parent, or if the student's parent is unable to meet with the Director either in person or by telephone at the appointed time of the hearing, the hearing between the Director and the student shall proceed. The Director, in his/her sole discretion, may convene the aforementioned hearing immediately after the alleged violation of the student code of conduct.

(b) During the hearing, in addition to the requirements stated above in (a), the Director shall provide the student an opportunity to respond to the allegations that the student violated the student code of conduct. However, in responding to the allegations, the student does not have the right to:
(1) take time to prepare a defense
(2) call witnesses to testify in his favor;
(3) know the identity of or cross-examine witnesses who have complained against the student;
(4) have counsel present; or
(5) remain silent, such that a student's refusal to speak may be interpreted as an admission of having engaged in the prohibited conduct.

(c) After hearing the student's response, the Director shall determine whether a short-term suspension is warranted by a preponderance of the evidence. If so, the Director shall establish the duration of the short-term suspension. Notwithstanding the foregoing, if the Director determines that the student's presence poses a continuing danger to persons or property at American Preparatory Academy, the Director may impose a short-term suspension before convening a hearing. However, the Director shall comply with the hearing procedures in paragraphs (a)-(c) as soon is reasonably practicable after the danger subsides.

(d) After rendering a decision, the Director shall document the hearing in writing or on a permanent computer file.

(e) Upon the Director's determination that a short-term suspension is warranted, the student shall be deemed suspended and shall be required to leave the school grounds immediately, provided that the Director has determined the best way to transfer custody of the student to the parent or guardian, emergency contact, or other person authorized by the parent to accept custody of the student.

(f) During the term of the short-term suspension:
(1) the student may not enter in or on the property of American Preparatory Academy- Las Vegas, unless the Director grants prior approval;
(2) the student's absence from class will be considered unexcused; and
(3) the student will be allowed to make up any work or tests missed during the short-term suspension, but such work may not be identical to that received by students attending class.

(g) The Director, at his/her sole discretion, may allow for more formal hearing procedures than those stated above, but is not required to do so. During the term of the short-term suspension, the Director may also

recommend to the Disciplinary Committee that the student either be placed on long-term suspension or expelled.

Long-term Suspension and Expulsion

Delegation of Authority

The Governing Board delegates authority to the Disciplinary Committee to have original jurisdiction over cases for long-term suspension and expulsion. If the Disciplinary Committee finds against the student, such decision may be appealed to the Governing Board. A student must exhaust his/her administrative remedies by appealing the Disciplinary Committee's decision to the Governing Board before appealing to a court of competent jurisdiction the decision to expel or place the student on long-term suspension.

Notice

(a) Except as provided in the Emergency Suspensions and Expulsions section, prior to expelling or placing a student on long-term suspension, the Director shall send written notice to the student and his/her parent by certified mail return receipt requested to the student's last-known address that shall contain:
(1) A clear statement of intent to expel the student or place him/her on long-term suspension;
(2) the specific rule(s) in the student code of conduct that the student has allegedly violated;
(3) the specific conduct in which the student has engaged that allegedly violates the student code of conduct;
(4) the date, time, and place of the hearing, which shall take place no less than 5 school days from the date parents receive the written notice, unless the parents and the Director shall agree otherwise in writing;
(5) a copy of the hearing procedures to be followed; and
(6) a clear statement of the rights of the student and parent, which are:
i. the right to counsel, which the student must obtain at his/her own expense;
ii. the right to present witnesses who voluntarily agree to testify in behalf of the accused student;
iii. the right to obtain a list of the witnesses who will testify on behalf of APA- Las Vegas;
iv. the right to cross-examine the witnesses who will testify on behalf of APA- Las Vegas;
v. the right to have the hearing recorded;
vi. the right to a fair hearing before an impartial panel of the Disciplinary Committee.

(b) If the Director complies with the aforementioned mailing procedures, the notice shall be deemed to be served on the student even if the notice is returned "undelivered" or if service is refused.

(c) Even if the parent of the accused student does not dispute the expulsion or the long-term suspension, a hearing will be held unless the parent signs a written waiver of hearing.

Emergency Suspensions and Expulsions

(a) A student shall be immediately expelled or placed on long-term suspension for any of the following reasons:

(1) if the student commits any serious violation affecting another student or staff member, or any serious violation occurring in a school building, in or on school property, or in conjunction with any school activity, including *NRS 392.466/NRS 200.481*:
   i. the possession, control, or actual or threatened use of a real weapon, explosive, or noxious, or flammable material; *NRS 202.350*
   ii. the actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities; or *NRS 202.350*
   iii. the sale, control, or distribution of a drug or controlled substance as defined in *NRS 392.466/NRS 392.463*, an imitation controlled substance, or drug paraphernalia; or

(2) if the student commits an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or a class A misdemeanor.

(b) A student who commits a violation of section (a)(1)(ii) or (a)(1)(iii) involving a real or look-alike weapon, explosive, or flammable material shall be expelled from school for a period of not less than one year subject to the following:

(1) within 10 school days after the expulsion, the student shall appear before the Disciplinary Committee accompanied by a parent or legal guardian to discuss what conditions must be met by the student and the parent in order for the student to return to school. The provisions discussed above in subsection (a) of the Notice section do not apply to the cases described in this subsection;
   i. if the student should be placed on probation in a regular or alternative school setting consistent with NRS chapter 394, and what conditions must be met by the student in order to ensure the safety of students and faculty at the school in which the student is placed; and
   ii. if it would be in the best interest of both APA-Las Vegas and the student to modify the expulsion term to less than one-year, conditioned on approval by the Governing Board and giving highest priority to providing a safe school environment for all students.

(c) A student who commits a violation of section (a)(1)(iii) or (a)(2) shall be immediately suspended for no more than 20 school days, during which time the Director shall issue the notice required under subsection (a) of the Notice section. A hearing shall be convened, as discussed below, which will determine whether to expel the student or place him/her on further long-term suspension.

Hearing Procedures

(a) During the hearing, the Director either in person or through his/her duly appointed representative shall bear the burden of proving, by a preponderance of the evidence, that the accused student perpetrated the violation of the code of student conduct for which long-term suspension or expulsion is sought. Accordingly, the Director shall begin the proceedings by making a prima facia showing that the student violated the code of student conduct.

(b) After the Director has rested, the Disciplinary Committee shall provide the accused student the opportunity to rebut the evidence provided by the Director. At all times during the hearing, the Director carries the burden of persuasion.

(c) The Disciplinary Committee's decision may not be based entirely on hearsay, although hearsay evidence is admissible. The presiding officer of the Disciplinary Committee has discretion to determine whether evidence is admissible.

(d) After hearing all of the evidence, the Disciplinary Committee shall make a determination of whether to expel the student or place him/her on long-term suspension based solely on the evidence provided at the hearing and only for those charges alleged in the notice.

(e) The Disciplinary Committee shall issue written findings of fact and conclusions of law that establish the basis for the decision. If the Disciplinary Committee finds in favor of the student, the Director may not appeal the decision to the Governing Board. If the Disciplinary Committee issues a decision to expel or place the student on long-term suspension, the student may appeal the decision to the Governing Board as discussed below.

Appeal to the Governing Board

(a) If a student seeks to appeal the decision of the Disciplinary Committee to the Governing Board, the student must file his/her notice of appeal with the Governing Board within 10 school days after receiving the Disciplinary Committee's decision.

(b) The notice of appeal shall contain a concise statement of reasons why the Disciplinary Committee's decision was incorrect. However, the student may not request a stay of the Disciplinary Committee's decision.

(c) If the student disputes the Disciplinary Committee's findings of fact, the Governing Board shall exercise de novo review by issuing a formal notice to the student as stated in subsection (a) of the Notice section and by convening a hearing within 5 school days of the student receiving the aforementioned notice, unless the parties agree otherwise in writing. The hearing shall follow the same procedures discussed above in the Hearing Procedure section.

(d) If the student does not dispute the Disciplinary Committee's findings of fact, but instead disputes only the Disciplinary Committee's conclusions of law or the duration of the punishment, the Governing Board may provide the Director with the opportunity to respond in writing to the student's statement of reasons, which response shall be served upon the student. The Governing Board may review the submissions of the parties and the entire record before the Disciplinary Committee and issue a decision without a hearing. Notwithstanding the foregoing, the Governing Board may, in its sole discretion, convene a hearing to address any matters the Governing Board deems necessary. Prior to convening such a hearing, the Governing Board shall issue the student a notice as discussed in the Notice section and shall convene the hearing no later than 5 school days after the student received the notice, unless the parties agree otherwise in writing.

(e) The Governing Board shall issue a written decision affirming or reversing the Disciplinary Committee's decision. If affirmed, the decision is the final decision of APA-Las Vegas and may be appealed to a court of competent jurisdiction.

Effect of Long-term Suspension of Expulsion

Attachment A.6.3 Code of Conduct (NRS 386.585)

(a) If the student is suspended or expelled, the student may not enter into or upon the property of American Preparatory Academy-Las Vegas without prior permission from the Director.

(b) If expelled or placed on long-term suspension, the student's parent is solely responsible for undertaking an alternative education plan which will ensure that the student's education continues during the period of suspension or expulsion. The Director, or his/her designee, shall work with the parent of the suspended or expelled student to counsel the parent as to adequate alternative education options for the suspended or expelled student. However, APA-Las Vegas will not provide the student placed on long-term suspension with the opportunity to make up work that the student missed during the duration of the suspension, and such absences resulting from suspension will be considered unexcused.

(c) The Governing Board shall maintain a record of all suspended or expelled students and a notation of the recorded suspension or expulsion shall be attached to the suspended or expelled student's transcript.

(d) The Governing Board or its designee shall contact the parent of the suspended or expelled student at least once a month to determine the student's progress.

(e) The Governing Board shall be responsible for making all reports required by the Nevada State Office of Education regarding students who are suspended or expelled.

Attachment A.6.3 Code of Conduct (NRS 386.585)

American Preparatory Academy - Student Infraction Record

Today's Date: _____ Student Name:_____

1. Any behavior or action which materially and substantially disrupts school work and discipline
2. Disruption of the learning environment, including speaking in class without permission
3. Lack of control of hands or feet – pushing, hitting, kicking, tripping etc. without malice - horseplay
4. Lack of control of hands or feet – with malice or perceived malice
5. Use of profane language
6. Disrespect, defiance or insolence toward staff
7. Disrespect shown toward classmates (including bullying and electronic bullying)
8. Abusing, misusing or destruction of property
9. Physical or verbal harassment
10. Possession of a banned item (see banned item list)
11. Cheating
12. Stealing
13. Leaving school premises without permission
14. Skipping Class
15. Arriving tardy to class
16. Littering
17. Chewing Gum
18. Appearing out of uniform
19. Truancy (not attending school)

Infraction number from above:_____ Other:_____

Detailed explanation of infraction:

_____

_____

_Interventions:

_____

_____

Staff/Administrative Action:

- Conference with student _____(staff member name)
- Parents Notified _____(date)
- Conference with parents _____

Discipline measures previously implemented with this student: (circle all that apply)

None Warning Written Amends In-school Suspension

1st Suspension _____ 2nd Suspension_____3rd Suspension_____

Discipline measures applied for this infraction (circle all that apply)

None Warning Written Amends In-school Suspension

1st Suspension _____ 2nd Suspension_____3rd Suspension_____

Signatures:

_____ Student

_____ Parent/Guardian

_____ Teacher

_____ Administrator

A school attendance council will be established by the governing board according to the guidelines set forth in NRS 392.129. The attendance council will assist in the implementation of a program to reduce the truancy of pupils. They will also monitor each incident involving the truancy of a pupil within the school district and document the efforts made by each school and the school district to assist the pupil in attending school and monitor excessive absences of pupils within the school district and document the efforts made by each school and the school district to assist pupils in attending school. An annual report will be prepared which includes a compilation of the disposition of incidences involving the truancy of pupils during the immediately preceding school year. On or before August 1 of each year the report must be submitted to the Department and the Legislative Committee on Education. The annual report must not disclose the identity of an individual pupil. Also, the council will receive and retain a report from a family resource center or other provider of community services that assists pupils who are truant. As used in this paragraph, "family resource center" has the meaning ascribed to it in NRS 430A.040.

A pupil shall be deemed a truant who is absent from school without the written approval of the pupil's teacher or the school's director, unless the pupil is physically or mentally unable to attend school. The teacher or principal shall give his or her written approval for a pupil to be absent if an emergency exists or upon the request of a parent or legal guardian of the pupil. Before a pupil may attend or otherwise participate in school activities outside the classroom during regular classroom hours, the pupil must receive the approval of the teacher or principal. If a pupil is physically or mentally unable to attend school, not including a physical or mental condition for which a pupil is excused pursuant to NRS 392.050, the parent or legal guardian or other person having control or charge of the pupil shall notify the teacher or principal of the school orally or in writing, in accordance with the policy established by the board of trustees of the school district, within 3 days after the pupil returns to school. An absence which has not been approved will be deemed an unapproved absence. In the event of an unapproved absence, the teacher, attendance officer or other school official will deliver a written notice of truancy to the parent, or legal guardian of the child.

Any child who has been declared a truant three or more times within one school year will be declared a habitual truant according to NRS 392.140. Any child who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without the written approval of the child's teacher or the principal of the school or given a notice by his or her parent or legal guardian may again be declared a habitual truant.

If a pupil has one or more unapproved absences from school, American Preparatory Academy's school attendance council will take reasonable actions to encourage, enable or convince the pupil to attend school.
When a pupil is a habitual truant pursuant to NRS 392.140, the school director of APA may report the pupil to the local law enforcement agency for investigation and issuance of a citation, if warranted, in accordance with NRS 392.149. If the school director instead makes an initial determination to submit a written referral of a pupil to the advisory board to review school attendance, the school director shall notify the parent or legal guardian of the pupil and request the parent or legal guardian to sign a written consent that authorizes the school to release the records of the pupil to the advisory board to the extent that such release is necessary for the advisory board to carry out its duties pursuant to NRS 392.146 and 392.147. If the parent or legal guardian refuses to sign the consent, the school director will report the pupil to a local law enforcement agency for investigation and issuance of a citation, if warranted. The governing board will adopt criteria to determine whether the school director will report a pupil to a law enforcement agency or refer a pupil to the advisory board to review school attendance. Such a

written referral of a pupil to an advisory board to review school attendance will include the dates on which the pupil was truant from school and all action taken by the school to assist the pupil to attend school. The advisory board may request clarification of any information contained in the written referral or any additional information that the advisory board considers necessary. APA will provide written notice of the referral to the parents or legal guardian of the pupil. The written notice will include:

1. The name and address of the pupil referred;
2. A written explanation of the reason for the referral;
3. A summary of the provisions of NRS 392.147; and
4. The address and telephone number of the advisory board to review school attendance.

(Added to NRS by 1999, 3452)

If the advisory board to review school attendance receives a written referral of a pupil pursuant to NRS 392.146, the advisory board will set a date, time and place for a hearing. The pupil and the pupil's parents or legal guardian shall attend the hearing held by the advisory board. The hearing must be closed to the public. The chair of the advisory board to review school attendance may request that subpoenas for a hearing conducted be issued to the parent or legal guardian of a pupil who has been referred to the advisory board or any other person that the advisory board considers necessary to the hearing including the pupil who has been referred to the advisory board. If a pupil and the pupil's parents or legal guardian do not attend the hearing, the chair of the advisory board will report the pupil to the appropriate local law enforcement agency for investigation and issuance of a citation, if warranted in accordance with NRS 392.149. If the advisory board to review school attendance determines that the status of a pupil as a habitual truant can be adequately addressed through participation by the pupil in programs and services available in the community, the advisory board may order the pupil to participate in such programs and services. If the pupil does not agree to participate in such programs and services, the chair of the advisory board shall report the pupil to the appropriate local law enforcement agency for investigation and issuance of a citation, if warranted in accordance with NRS 392.149. If the pupil agrees to participate in such programs and services, the advisory board, the pupil and the parents or legal guardian of the pupil shall enter into a written agreement that sets forth the findings of the advisory board as well as the terms and conditions of the pupil's participation in the programs and services designated by the advisory board, and adequately informs the pupil and the pupil's parents or legal guardian that if the pupil or his or her parents or legal guardian do not comply with the terms of the written agreement, the chair of the advisory board is legally obligated to report the pupil to the appropriate local law enforcement agency for investigation and issuance of a citation, if warranted in accordance with NRS 392.149. The parents or legal guardian of the pupil shall, upon the request of the advisory board, provide proof satisfactory to the advisory board that the pupil is participating in the programs and services set forth in the written agreement.

The chair of an advisory board to review school attendance shall report a pupil to the appropriate local law enforcement agency if:

(a) The pupil and the pupil's parents or legal guardian fail to attend a hearing set by the advisory board

(b) The advisory board determines that the status of a pupil as a habitual truant cannot be adequately addressed by requiring the pupil to participate in programs and services available in the community;

(c) The pupil does not consent to participation in programs and services set forth by the advisory board

(d) The pupil or the pupil's parents or legal guardian violates the terms of the written agreement entered into with the school attendance council.

If the chair of an advisory board makes such a report to the local law enforcement agency, the chair will:

(a) Submit to the law enforcement agency, as applicable, written documentation of all efforts made by the advisory board to address the status of the pupil as a habitual truant; and

(b) Make recommendations to the law enforcement agency, as applicable, regarding the appropriate disposition of the case.

6. If the parents or legal guardian of a pupil enter into a written agreement, the parents or legal guardian may appeal to the governing board a determination made by the advisory board concerning the contents of the written agreement. Upon receipt of such a request, the governing board shall review the determination in accordance with the procedure established by the governing board for such matters.

7. The governing board shall adopt policies and rules to protect the confidentiality of the deliberations, findings and determinations made by an advisory board and information concerning a pupil and the family of a pupil. An advisory board shall not disclose information concerning the records of a pupil or services provided to a pupil or the pupil's family unless the disclosure is specifically authorized by statute or by the policies and rules of the board of trustees and is necessary for the advisory board to carry out its duties.

(Added to NRS by 1999, 3453)

The governing board may appoint an attendance officer for the school, who need not be a licensed employee of the school, except that in any school where a system of classified employment is in effect, attendance officers must be classified employees of the school. If the governing board appoints an attendance officer for the school, the governing board may:

(a) Fix the compensation of the attendance officer;

(b) Prescribe the duties of the attendance officer; and

(c) Adopt regulations not inconsistent with law for the performance of the duties of the attendance officer.

2. The governing board will:

(a) Establish procedures to monitor the attendance and truancy of pupils, including, without limitation, a standard method for reporting the truancy of pupils and a standard method for reporting excessive absences of pupils throughout the school district;

(b) Coordinate efforts to refer pupils who are truant to appropriate providers of community services; and

(c) Determine, based on the attendance and truancy of pupils at the school, whether to employ an attendance clerk whose primary responsibility is to monitor the attendance and truancy of pupils.

This truancy policy applies only to all pupils who are required to attend school pursuant to NRS 392.040. (Added to NRS by 1999, 3452; A 2007, 1083, 2182)

1. School will begin each day at 8:15 a.m.

2. School will be dismissed at 3:30 p.m. Monday, Tuesday, Thursday and Friday. School will be dismissed at 1:30 p.m. on Wednesdays.

3. Parents may drop off students beginning at 7:50 a.m. each morning. Parents must pick up their students by 3:45 p.m. M, T, TH, and F, and by 1:45 on Wednesday.

4. Kindergarten Hours: Half Day Program: 8:15-11:30; 12:15-3:30 M, T, Th, F. Kindergarten hours Wednesdays & all short days: 8:15-1:30 rotating weeks (see school calendar) Full Day Program: Same as Grades 1-9.

Attendance *NRS 293.040/NRS 392.122*

1. It is vital to our success that students attend school each day. American Prep has a goal of 95% attendance school-wide. Our academic goals will be achieved only if our students attend school regularly. Student must attend 160 out of 180 days to be automatically promoted to the next grade.

2. If a student is unable to attend school, a parent or guardian must call the school on the day of the absence before 8:45 a.m. to report the absence. Parents must report the reason for the absence.

3. If a parent does not notify the school, the student may be considered truant.

5. Attendance will be kept each day at American Prep, and will be reported to the administration by each teacher. Administration will track daily attendance and will report any extended absences to the Director.

6. If a student misses more than 2 hours of any school day, it may be considered an absence.

7. If a student has a health condition that may result in excessive absences, the parent must fill out an application for Extenuating Circumstances, which will be reviewed by the School Director and granted as deemed appropriate. Parents of students who have Extenuating Circumstances approved must still call the school on each day the student is absent, however they are exempted from the requirement to attend 160 days per year for promotion.

8. Students are allowed 9 absences per school year. If a student has reached 8 absences (not necessarily consecutive) without prior written approval of a student's application for Extenuating Circumstances, the Director will send a letter outlining that the student has been placed on Attendance Warning status and reporting to the parent the number of absences the school has recorded.

8. If a student has 10 absences (not necessarily consecutive) without prior written approval of the student's application for Extenuating Circumstances, the school director shall send a letter to the parents informing them the student has been placed on Attendance Probation, the result of which may be a required meeting before the Governing Board.

9. Absences may affect a student's grade according to the class disclosure in Secondary and depending upon work missed in the elementary grades.

10. If a student needs to be absent from school for a special purpose that is known to the family in advance, the parents need to fill out a "Scheduled Absence Request" and submit it to the school administration. Only when these forms are filled out and accepted by administration will a student be allowed to make up missed school work. If a student has missed enough days to not qualify for 95% attendance, administration may not approve the absence as excused, and teachers may not be required to do extra work to assist the student in gathering and correcting missed work.

11. When parents complete a Scheduled Absence Request, it is the parents' responsibility to:

    a. email the teacher and notify them of the planned absence
    b. check the student's learning plan for homework and schoolwork assignments
    c. email the teacher to clarify any homework or classwork assignments
    d. collect the student's books and materials needed to complete the work

Narrative A.7.1 Proposed Target Population

The purpose of American Prep is to serve the educational needs of students who are considered at-risk due to socio-economic status, students who are considered at-risk because they are English Language Learners or who speak English as their second language, and students whose boundary schools are not achieving State standards according to Federal NCLB AYP and who may be in need of a compacted, accelerated curriculum in order to achieve multiple years' growth per year in order to achieve grade level proficiency.

We plan to locate our school in an area where there is a concentration of at-risk students, and in a locale nearby or surrounded by public schools that are not achieving AYP. As we are a lottery school, we will not have control over whom we enroll, but we will focus our outreach to at-risk communities so that we may reach as many at-risk students as possible (see Attachment A.7.4).

Narrative A.7.3 Mission Alignment to Target Population

Our mission is directly aligned with our target population. Our curriculum structure, as well as our nurturing learning environment and research-based instructional methodologies, are designed to train ESL/ELL students in mastering English and curriculum fluency through maximum repetition learning without compromising the rapid academic advancement of non-ESL/ELL students. Our program is designed for maximum academic progress, which is what at-risk student must have in order to achieve academic success. ***Direct Instruction programs and sequential learning have been proven to be most effective for at-risk populations in need of academic acceleration. Our curriculum – Reading Mastery, Connecting Math, Saxon Math, Core Knowledge, and Secondary courses are all aligned to ensure the success of the at-risk student and have a broad research base to support this approach.***

Narrative A.7.5 Measuring Success of Target Population

Our academic program is built upon data – all students are assessed and placed in leveled groups for skills acquisition classes (reading, math, language). The programs we use (Direct Instruction) are structured with formative assessments each week. Data is collected and teachers collaborate weekly to ensure students are progressing. If students are not progressing, group changes or teacher coaching is

implemented to remedy the problem. Data is kept throughout the year, and benchmarks are used to determine if students are making adequate academic progress. Summative data in the form of state assessments and the SAT are also analyzed to determine if students are making adequate progress. Each summer, a Comprehensive Needs Analysis (CNA) is developed from demographic, assessment, behavior, and survey data. This process helps the school to identify whether target populations are progressing as expected. The CNA is analyzed by an administrative team and School Improvement Goals (SIG) are created. The Governing Board approves the SIGs and they are implemented for the new school year.

Narrative A.7.6 Lottery Exemption

We are not planning to extend lottery exemption to any category of at-risk students.

The enrollment projections for APA-Las Vegas are feasible and probable for a number of reasons. First, the community in which we seek to build APA-Las Vegas is growing. In fact, two elementary schools were built in the surrounding area since the 2008-2009 school year (Fine Elementary School and Stuckey Elementary School). Despite the opening of these two new schools, the increase in average elementary school size from the 2009 to 2010 school year was 28 students and this same increase from the 2010 to 2011 school year was 43 students.[1] Elementary enrollment in the community increased by 393 students in 2010 and by 607 students in 2011. (See Attachment A.7.2.b. Community Enrollment and Demographic Data.xlsx.)

Second, parents in the surrounding communities are looking for educational options. Overall, charter schools in Las Vegas have proven to be popular with parents and to reach their full capacity within the early years of their opening. Examples of other Las Vegas charter schools in the area include the Coral Academy of Science schools and Discovery Charter Schools. The grades K-2 Coral Academy campus has approximately 200 students per grade on a waitlist to be admitted to the school. The grades 3-5 Coral Academy campus has at least 200 students on its waitlist and the grades 6-11 Coral Academy campus has about 539 students on its waitlist, the majority of these students waiting to get into grades 6 and 7. Discovery Charter Schools' two campuses are both filled to capacity with at least 36 students on their waitlists. The attendance at other charter schools and the waitlists are evidence that demand exists for the type of education American Preparatory Academy provides. APA schools waitlist after its TAS campus first opened was already close to 2,000 students by mid-year. Parents who seek non-traditional education options will desire the opportunity APA-LV provides, as evidenced by APA's past success.

Third, student-teacher ratios at the surrounding elementary schools in Clark County School District (CCSD) are on average 23:01. Due to the presence of an assistant teacher/instructor in every classroom at APA schools, the student-teacher ratio at our elementary school will be approximately 16:1. APA schools utilize pre-assessment data of our elementary students to create small level groups in mathematics, language arts, and reading. Small group instruction in these core areas benefits students at risk of academic failure by further reducing the student-teacher ratio to approximately 12:1 during this instruction time. It further allows teaching to occur in groups that are moving at an appropriate pace and with adequate repetition for each student's needs. Student progress is assessed weekly and students may progress through these groups according to their mastery.

Fourth, the high percentage of LEP students in the surrounding area shows a need for schools that are well equipped to teach these students.[2] APA schools are particularly well suited for these students as they use a program of Direct Instruction (DI) including the DI

---

[1] See Community Demographic and Enrollment Information table

[2] % of LEP students at Elementary Schools in surrounding area--20.5%; % of LEP students at Junior High Schools in surrounding area--13.8%; % of LEP students at High Schools in surrounding area--9.1% (see attached Community Demographic and Enrollment Information table)

Language for Learners program. APA schools also have positive records of serving economically disadvantaged students in Utah. This record of achievement ensures that APA-LV will be able to provide education for the high number of underprivileged students in the surrounding areas.[3]

[3] % of FRL students at Elementary Schools in surrounding area—34.6%; % of FRL students at Junior High Schools in Surrounding Area—41.3%; % of FRL students at High Schools in surrounding area—33.1% (see attached Community Demographic and Enrollment Information table)

Attachment A.7.2b

Behind this cover page are 9 letters of intent from interested community members who have expressed a desire to enroll their children at American Prep-LV.

APA Las Vegas
c/o Rachelle Hulet
5424 Cold Lake Street
Las Vegas, NV 89148

January 5, 2012

To Whom It May Concern:

I have a three year old daughter who will be in Kindergarten in the fall of 2013. I would love nothing more than to enroll her, as well as my 2 month old sometime in the future, in the American Preparatory Academy Las Vegas Charter School. I have looked into the curriculum and am very excited at the prospect of my children being able to attend this school.

I was a public school teacher and am very supportive of public schools. However, the way the charter school is managed and run, I feel, is superior to that of public school districts. I know my voice will be heard and the needs of my children will be met. I believe the organization and values of the people involved in the organization will meet the needs of my children as students, and me as a parent in the best way possible.

I look forward to learning more about the school and enrolling all my children in this charter school in the future.

Thank you,

Amy L. Grundy

Amy L. Grundy

6155 New Sky Ct.
Las Vegas, NV 89148

December 1, 2011

7154 Bird Cherry St
Las Vegas, NV 89148

APA Las Vegas
c/o Rachelle Hide
5424 Cold Lake St
Las Vegas, NV 89148

Dear Ms. Hide,

I am so grateful for your efforts to bring APA here to Las Vegas. Having toured their facility in South Jordan last year, I know what an excellent opportunity this is for my children. It literally brought tears to my eyes seeing those children so engaged and excited to learn. It is the learning experience I had originally envisioned for my kids. I have been so disillusioned with the public schools my sons have attended thus far. Though there are good teachers in the system, it seems they are often crippled by large classroom sizes, and lack of funding to meet the needs of their students. Additionally, it has been frustrating to see my boys' lack of interest in learning because they are simply not engaged in the classroom and just given "busy work" that is often below their level. I have twin boys, age 8, and a girl, age 3. I plan to enroll all three of them at APA Las Vegas.

Thank you again for all your hard work. I am excited to be part of such a great facility and program.

Sincerely,

Sara Gardner

Sara Gardner

12/15/2011

Roeth
9139 Placer Bullion Avenue
Las Vegas, NV 89178

APA Las Vegas
c/o Rachelle Hulet
5424 Cold Lake Street
Las Vegas, NV 89148

RE: Letter of Intent to Enroll

To Whom It May Concern:

Please accept this letter as a confirmation of our intent to enroll Landon (7/5/2003) and Cason (3/3/2007) in American Preparatory Academy Las Vegas as it develops over the next several months. We support all programs designed to improve the education available in Las Vegas, NV but have been especially excited about the opportunity APA represents for our children.

In researching APA we have been deeply impressed with the commitment to excellence, high marks on parent feedback, strong performance among the students, and the advanced progress APA has made compared with other public and charter schools. For these reasons and others we anxiously await the opening of APA. Schools like APA are sorely needed in Las Vegas and we hope for a speedy approval.

Best Regards,

Steven & Emily Roeth

To whom it may concern;

I am writing this letter to state my intent to enroll my daughter in the American Preparatory Academy, Las Vegas Charter School. After looking at the options available to me I believe this is the best place for my daughter to get the education she deserves. I believe the people who will run this institution will put the needs of the children and the teachers first, making it a place my daughter will feel comfortable and secure.

Tennille Anderson
9762 Spinnaker Creek Ave.
Las Vegas, NV 89148

12/30/11

December 21st, 2011

To whom it may concern,

This a letter of intent for my children to enroll in the American Preparatory Academy. We are greatly anticipating the opening of this school in the Las Vegas area as soon as possible. My daughter Kaylin in currently in the 1st grade and my son Joshua will be starting kindergarten in the Fall of 2013.

We are anxious for our children to attend the school in order for them to have a much more positive and productive environment to learn in. Kaylin is just getting started in her school career and I am already VERY ready to find another alternative to the conveyer-belt type system that the school district provides here. I am also excited to be a part of a school where the parents are very involved and care as much as my husband and I do about our children's education, and if they are comfortable and happy in the environment.

I thank you for your time in reading this letter, and I know that there is a great hope from hundreds of people here for the opportunity to better our children's lives with such a school as the American Preparatory Academy.

Very Hopeful,

Krista deLespinasse

Krista deLespinasse
9027 Bold Venture Ct.
Las Vegas, NV 89148

Andrea Gritton
10410 Ashlar Point Way
Las Vegas, NV 89135
January 4, 2012

American Preparatory Academy Las Vegas

To Whom it May Concern:

This is our letter of intent to enroll in your charter school. We are a family with four children, current ages 7, 6, 3 and 1. We are very interested in quality education, and the prospects of your school.

Thank you.

Sincerely,

Andrea Gritton

December 28, 2011

APA Las Vegas
c/o Rachelle Hulet
5424 Cold Lake Street
Las Vegas, NV 89148

To Whom This May Concern:

I am writing to express interest in enrolling my daughter in the American Preparatory Academy Las Vegas Charter School. My daughter, Madison, is turning five this year and would be going to school in the fall.

The reason for my interest in the Charter School programs is that I want the best education for my child. I have many friends and family who have expressed that Charter schools give the children more opportunities for learning and growth using innovative teaching methods. I am excited for this Charter School to be built and hope to we can be a part of it.

Thank you,

Connie White
6548 Bryce Woodlands Street
Las Vegas NV, 89148
(702)-979-0929

Rebecca Warburton
6473 Raven Springs Street
Las Vegas, Nevada 89148
(702) 541-6039

December 31, 2011

Re: American Preparatory Academy Las Vegas Charter School

To Whom It May Concern:

I fully plan on enrolling my daughter, Evelyn Warburton, age 5, to the American Preparatory Academy. I am deeply concerned with the public school method of teaching and feel this charter school would give my child a much better education.

Thank you.

Sincerely,

Becky Warburton

Rebecca Warburton
6473 Raven Springs Street
Las Vegas, Nevada 89148
(702) 541-6039

To: American Preparatory Academy Las Vegas Charter School
c/o Rachelle Hulet
5424 Cold Lake Street
Las Vegas, NV 89148

From: Stacie Gibson
10130 Hollis Mountain Avenue
Las Vegas, NV 89148

Re: Intent to Enroll

To whom it may concern:

I am looking forward to American Preparatory Academy (APA) coming to Las Vegas. I've seen the curriculum in action and am confident that it will suit my children well. I will be enrolling them into APA as soon as that option is available.

My husband and I moved to Las Vegas nine years ago when we didn't have children. We have since had three and built a life here. I feel Las Vegas can be transient and am looking for a good, consistent education with solid peers who, for the most part, are permanent and looking to achieve the same.

I look forward to enrolling each of my children, who are currently ages 6, 3, and 1, into APA.

Sincerely,

Stacie J. Gibson

Attachment A.7.2.c
Community Demographic and Enrollment Information

School	Enrollment ('08-'09)	Enrollment ('09-'10)	Enrollment ('10-'11)	Change 1*	Change 2**	FRL ('10-'11)	FRL % ('09-'10)	FRL % ('10-'11)	IEP ('10-'11)	IEP % ('10-'11)	LEP ('10-'11)	LEP % ('10-'11)	Student-Teacher Ratio
Elementary Schools													
Alamo	1,058	857	932	-201	75	323	32.1%	34.7%	85	9.1%	265	28.4%	22:01
Batterman	968	937	972	-31	35	283	29.7%	29.1%	97	10.0%	166	17.1%	24:01
Fine	--	649	743	649	94	286	36.2%	38.5%	67	9.0%	174	23.4%	25:01
Forbuss	1,040	898	1,018	-142	120	273	26.1%	26.8%	69	6.8%	134	13.2%	23:01
Frias	1,081	1,172	816	91	-356	191	22.4%	23.4%	80	9.8%	71	8.7%	22:01
Jydstrup	633	662	633	29	-29	364	46.7%	57.5%	46	7.3%	245	38.7%	23:01
M. Earl	714	715	726	1	11	374	47.3%	51.5%	60	8.3%	255	35.1%	24:01
Reedom	660	790	912	130	122	188	20.4%	20.6%	75	8.2%	136	14.9%	24:01
Ries	1,179	1232	839	53	-393	327	37.5%	39.0%	71	8.5%	140	16.7%	23:01
Rogers	828	731	677	-97	-54	306	44.8%	45.2%	60	8.9%	185	27.3%	23:01
Steele	944	719	792	-225	73	211	25.4%	26.6%	75	9.5%	174	22.0%	23:01
Stuckey	--	--	831	NA	831	236	28.5%	28.4%	75	9.0%	69	8.3%	23:01
Tanaka	852	900	916	48	16	365	44.5%	39.8%	86	9.4%	172	18.8%	23:01
Wright	973	1,031	1093	58	62	252	21.5%	23.1%	66	6.0%	158	14.5%	21:01
Total Elem	10,930	11,293	11,900										
AVERAGE	911	869	850	28	43	284	33.1%	34.6%	72	8.6%	167	20.5%	23:01
Junior High Schools													
Canarelli	1599	1530	1612	-69	82	588	33.9%	36.5%	120	7.4%	221	13.7%	
Faiss	1125	1237	1228	112	-9	478	36.3%	38.9%	90	7.3%	129	10.5%	
Fertitta	1385	1377	1395	-8	18	499	33.6%	35.8%	114	8.2%	145	10.4%	
Sawyer	1360	1286	1349	-74	63	816	56.9%	60.5%	94	7.0%	349	25.9%	
Tarkanian	1280	1172	1280	-108	108	445	32.9%	34.8%	102	8.0%	107	8.4%	
Total JH	6749	6602	6864										
AVERAGE	1350	1320	1373	-29	52	565	38.7%	41.3%	104	7.6%	190	13.8%	

Attachment A.7.2.c

Attachment A.7.2.c
Community Demographic and Enrollment Information

School	Enrollment ('08-'09)	Enrollment ('09-'10)	Enrollment ('10-'11)			FRL ('10-'11)	FRL % ('09-'10)	FRL % ('10-'11)	IEP ('10-'11)	IEP % ('10-'11)	LEP ('10-'11)	LEP % ('10-'11)
High Schools												
Desert Oasis	1534	1938	1956	404	18	534	25.8%	27.3%	178	9.1%	118	6.0%
Durango	2714	2525	2353	-189	-172	954	38.4%	40.5%	228	9.7%	276	11.7%
Sierra Vista	2648	2241	2107	-407	-134	625	27.0%	29.7%	191	9.1%	153	7.3%
Valley	2472	2415	2298	-57	-117	799	31.7%	34.8%	206	9.0%	258	11.2%
Total HS	9368	9119	8714									
AVERAGE	2,342	2280	2179	-62	-101	728	30.7%	33.1%	201	9.2%	201	9.1%
Clark County School District	311,039	309,335	309,749			157,290		50.80%	31,561	10.20%	71,247	23.00%

Source:
Nevadareportcard.com

*(from '09 school year to '10 school year)

**(from '10 school year to '11 school year)

FRL=Free/Reduced lunch recipient
IEP=Individualized Education Plan student
LEP=Limited English proficiency student

Attachment A.7.4 Student Recruitment

In order to recruit students to fill our school and in order to reach families that are traditionally less informed about educational options, our recruitment strategy is as follows:

1. Distribute information via Hispanic/Latino/Asian media, radio, and newspapers
2. Distribute information at Hispanic/Latino/Asian community centers, such as libraries, grocery stores, shopping centers
3. Distribute information via weekly information meetings held at local public libraries and community centers
4. Distribute information at social service agencies, meet with social service representatives to make them aware of our school
5. Distribute information at churches located in low income and ethnic areas

In order the ensure enrollment as prescribed by the enrollment timeline and in compliance with all the statutes outlined in NRS 385.580, we plan to make extensive outreach efforts. Minority subgroups and at-risk populations will be targeted in the enrollment process. As such, enrollment materials will be available in English and Spanish and any additional languages we determine to be necessary. Additionally, local businesses, churches, and community organizations will be utilized to distribute informational materials and enrollment forms. Materials will include: short form flyers, informational brochures, and Intent to Enroll forms.

Families interested in enrollment will complete the Intent to Enroll either by paper or through an electronic form.

APA has had proven success using this approach to reach families traditionally less informed about educational options in its schools that target at-risk populations. Economically Disadvantaged and English Language Learner students at these schools comprise significantly larger percentages of the population than those of the resident school district.

2011-12	Granite District	APA-SNA (K-9)	APA-TAS (K-10)
# of Students	69,834	570	721
% of Ethnic Minority	43.6%	57.7%	63.3%
% of Econ. Disadv.	49.3%	74.0%	70.0%
% of SPED	9.5%	9.5%	6.9%
% of ELL	16.4%	41.2%	46.5%

Narrative A.8.1 Special Student Populations

~~*For more information on American Prep-LV's Special Education program, we have included American Preparatory Academy's IDEA Policies and Procedures, a 48-page handbook, as Appendix A.8.1.~~

1. Student Identification/Child Find

   Consistent with the requirements of Part B of the IDEA, American Prep-LV shall identify students with disabilities in the following ways:

Registration	We will post in our registration materials that we provide all services outlined in a student's IEP, and we will solicit from our parents information on students who have already been identified and who have an IEP so that we may provide continuous IEP services. Parents will be invited to refer new students who they believe could use special services.
Newsletter	We will post in our school newsletter several times in the first two months and once each quarter, that we provide a continuum of special education services and invite parents to meet with the school administrator if they would like to refer their student to see if they qualify for special education services.
Training	We will conduct staff training before school begins in which we explain the referral process to school staff members and guide them in the referral process when/if they have students who they wish to refer.
Team Meetings	We will meet each Wednesday in a team meeting to discuss specifically those students who have not made mastery on the weekly accountability elements in their academic programs. We will also discuss students who may be struggling behaviorally, physically, or in any way unable to access the general curriculum and program of the school successfully. These student discussions will be recorded and students may enter a referral process if the staff deems it appropriate.

2. Screening: students who have been identified as in need of special assistance will be placed on an RTI plan where interventions will be tried, recorded and the team will meet weekly to assess the student's response to the intervention. If the interventions fail to provide adequate support, the student will enter the referral process, whereby appropriate permissions will be acquired, evaluations conducted, and a qualification meeting held to discuss the results. If the team determines that based upon the evidence the student qualifies for an IEP, the student will be placed on an IEP and all services outlined by the IEP will be provided to the student.

3. ELL students will be identified through assessment at the beginning of the school year and, if appropriate, placed into special classes to assist in their acquisition of the English language. Parents will be notified of the student's qualification for ELL services. An annual assessment will determine the student's continued placement in the program.
4. GT Education - Our program provides for leveled instruction across grade levels in reading, spelling and math. Multiple instructional levels allow our accelerated students to be taught at precisely their instructional level. Teacher or parents may request that a student be assessed at any time during the year. If a student demonstrates mastery at a given level, that student will be progressed to a more accelerated instruction group. We also utilize specialized teaching strategies, flexible pacing, and minimal institutional boundaries that would prevent a gifted student from learning at his/her maximum rate. In addition, APA offers special programs that many gifted students will participate in – chess club, science club, etc.

Special needs of students are taken into account and provision made for them to be able to access the programs and achieve academic success. Our CHAMPs behavior program assists students who struggle with behavior. Those on 504 plans receive the services outlined therein. Teachers meet every week to discuss the special needs of students. Regardless what the challenge, American Prep will evaluate the needs of each student and provide an appropriate educational program.

Narrative A.8.2 Multi-Tiered RtI Model

At American Prep-LV, students will be assessed weekly in all academic areas and regarding behavior needs utilizing in-program assessments. Results are published via a school-wide report to relevant instructional staff members. On Wednesday afternoons, teachers meet to discuss the progress of students. According to these reports, students are divided into three categories:

Tier 1	Those who are at mastery and progressing well in their present instructional setting.
Tier 2	Those who did not meet mastery requirements. Interventions are planned and implemented. Common interventions include improving the instruction through coaching and observation by the academic director or coach and giving the student additional time or opportunity with the material being taught (extra turns, etc.) This may require smaller groups for skills classes or behavior needs (reading, math, spelling, study hall).
Tier 3	Those who are deemed in need of intensive intervention are placed into very small classes

	(usually 8 or less) and they may also receive more time in skills classes, including a "double dose" in reading or math depending upon the specific academic need and meaning a second class in the subject in the afternoon, and perhaps a "triple dose" in an extended day setting for 20 additional instructional minutes.

Narrative A.8.3 Special Ed Revenues and Expenses

As directed, we did not include special education revenues in our budget, although we expect we will receive them. We did include in our expenses funds to hire a Special Ed. Director ($45,000) and Special Ed. Supplies ($3,000). This leader will oversee all IEPs and the staff that is hired or contracted to provide special education services. As needed by our students' IEPs, we will contract with professionals to deliver the requisite special education services outlined in our students' IEP, such as Speech Therapy, Occupational Therapy, Psychologist, Counseling, etc. We will utilize special education funding to purchase supplies needed to run the special education program, such as a computer program (such as Goal View or IEP Pro), assessments, supplies and resources to the Special Education team, including instructional resources.

Narrative A.8.4 Continuum of Services

American Prep-LV shall provide all services outlined in a student's IEP. Some of the common settings in our continuum of services:

Level 1	Specialized instruction in the mainstream classroom by the teacher
Level 2	Specialized instruction in the mainstream classroom by a paraprofessional
Level 3	Specialized instruction in a group of 12-18 students
Level 4	Specialized instruction in a group of 5-11 students
Level 5	Specialized instruction in a group of less than 5 students
Level 6	Home and hospital instruction 1:1

Because all students in a particular cohort attend reading class at the same time (for example, all K-3 grade students all go to reading from 8:30-9:30 a.m.), we are able to provide 20+ levels of reading for all students in that cohort. IEP students are able to attend at a precise level of instruction. These flexible groups take into account not just the academic level of the student, but also their behavior needs, pacing, and independent work speed, making these groups very specialized to a degree that meets the needs of the

IEP students well. This approach has the added benefit of reducing the need for "pull-out" time for our IEP students.

The Levels 1 and 2 above are distinguished by the type of provider in the classroom, with Level 1 being services delivered primarily by the teacher, and Level 2 being services delivered primarily by a paraprofessional under the direction of the teacher, and in the full classroom. Levels 3-5 are distinguished primarily by the size of the instructional group. If a student is in a Level 5 group for most of the day, they would qualify to be considered "self-contained". We anticipate that there will be students who, after a full review of their IEP and after attempts to provide services in our setting, will need a different placement than what we are able to offer in order to receive FAPE and we will follow all regulations in applying to the District of residence to have those students appropriately placed and served.

ATTACHMENT A.8.5

NEVADA DEPARTMENT OF EDUCATION
Charter School Application

INSTRUCTIONS

The Charter School ("school") must operate special education programs in accordance with state and federal requirements. An authorized representative of the school must sign the assurances listed below.

POLICY ASSURANCES

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

- ☒ Confidentiality (34 CFR 300.611-300.625, 34 CFR Part 99)
- ☒ Transmittal of Records (34 CFR 300.323; NAC 388.261)
- ☒ Procedural Safeguards (34 CFR 300. 300, 300.503, 300.504, 300.505; NAC 388.300)
- ☒ Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; NAC 388.315)
- ☒ Surrogate Parents (34 CFR 300.519; NAC 388.283)
- ☒ Child Find Process (34 CFR 300.111; NAC 388.215, 388.292)
- ☒ Evaluation / Reevaluation / Eligibility (34 CFR 300.301, 300.303, 300.305, 300.306; NAC 388.336, 388.337, 388.340-388.410)
- ☒ Individualized Educational Program (IEP) Development (34 CFR 300.321, 300.322, 300.323; NAC 388.281, 388.284)
- ☒ IEP Considerations and Components (34 CFR 300.116, 300.320, 300.321, 300.324; NAC 388.284)
- ☒ Placement (34 CFR 300.115, 300.116; NRS 385.580; NAC 388.245)
- ☒ Transfer Students (34 CFR 300.323; NAC 388.263)
- ☒ Discipline (34 CFR 300.536; NAC 388.265)
- ☒ Independent Educational Evaluation (34 CFR 300.502; NAC 388.450)
- ☒ Collection and Reporting of Timely and Accurate Data upon Request of the NDE

Type Name of Charter School and Title of Authorized Representative of the Charter School.	
American Preparatory Academy-Las Vegas	Title:Committee Member
Signature:	Date: 12/6/2012

Attachment A.8.6 RTI Referral Packet and Flowchart

Response To Intervention/Special Education Referral Process:

Policy:

When a student continues to fail to make mastery in a subject area (below 80%) a teacher will follow the steps below.

Green Level

1. Document the student is failing to succeed for 3 consecutive weeks on the LPC.

2. Explain the interventions and accommodation you plan to use with the student on the LPC and student's POW-WOW form.

- **A.** Implement the interventions for at least 2 weeks
- **B.** Report the results of the interventions on the student's POW-WOW form.

3. If the results are ineffective, present the data to the team at staff meeting (held each Wednesday) for input.

- **A.** Implement the interventions suggested by the teaching staff for 2 weeks.
- **B.** Document interventions on the LPC.
- **C.** Document interventions on the student's POW-WOW form.
- **D.** If the student is successful, continue the interventions.

4. If the student is still failing, go to the next step – move to YELLOW LEVEL.

Yellow Level

1. Present the data to the Instructional Coach for input, assistance, and observation.

- **A.** Implement the interventions suggested by the coach for 2 weeks.
- **B.** Document interventions on the LPC.
- **C.** Document interventions on the POW-WOW form.
- **D.** If the student is successful, continue the interventions.

2. If the student is still failing, go to the next step.

3. Present the data to the Academic Director for review.

- **A.** Academic Director will examine data and either recommend interventions or consider a possible group change.

B. Implement the interventions suggested for 2 weeks. Document all interventions on the LPC and student's POW-WOW form.
C. If it is determined that a group change would be beneficial, the group teacher fills out the Group Change Form and includes all the student data requested on the back of the form.
D. If the student is successful in the new group, student will remain in the group.
E. If, after 3 weeks in the new group the student is still not at mastery, document it on the student's POW-WOW form and notify the Academic Director.
F. The Academic Director will set up a meeting with the School Director.
G. The School Director will examine the data and make recommendations. All recommendations are recorded on the student POW-WOW form.
H. The School Director will consult the Special Education team if deemed necessary – move to RED LEVEL.

Red Level

1. Academic Director and School Director present all of the above data to the Special Education team.

2. If it is determined, by the above team that the student would benefit from Special Education services:

A. The Special Education Director fills out the Referral Authorization Form and gives it, along with all of the above student data to the School Director for approval.
B. The School Director reviews the referral authorization and confers with the Special Ed Director regarding appropriate special ed interventions.
C. Record plan on the student POW-WOW form.

Student Name:_____**Teacher:**_____

Date	Checklist
_____	☐ Student has failed to be at mastery for 3 consecutive weeks.
_____	☐ I have documented it on the LPC
_____	☐ I have explained my interventions on the LPC
_____	☐ I have explained the interventions on the student's POW-WOW form (or reported to the homeroom teacher and she filled out the student's POW-WOW form)
_____	☐ I have documented the results (or reported the results to the homeroom teacher) of the interventions on the student's POW-WOW form.
	IF INTERVENTIONS WERE INEFFECTIVE: Go to STEP 2
_____	☐ I have taken it to the teaching staff at staff meetings for input.
_____	☐ I have explained new interventions and accommodations on the LPC
_____	☐ I have explained the new interventions on the student's POW-WOW form (or reported to the homeroom teacher and she filled out the student's POW-WOW form)
_____	☐ I have implemented the interventions suggested by the teaching staff for at least two weeks.
_____	☐ I have documented the results (or reported the results to the homeroom teacher) of the interventions on the student's POW-WOW form.
Date	
	IF INTERVENTIONS WERE INEFFECTIVE: Go to STEP 3
_____	☐ I have taken the data to the Instructional Coach for observation and input.
_____	☐ I have implemented the interventions suggested by the coach for at least two weeks.
_____	☐ I have documented any student interventions and accommodations from the coach on the LPC.
_____	☐ I have explained the new interventions on the student's POW-WOW form (or reported to the homeroom teacher and she filled out the student's POW-WOW form)

Checklist

Date

IF INTERVENTIONS WERE INEFFECTIVE: Go to STEP 4

☐ I have taken the data to the Academic Director

_____ ☐ I have implemented any interventions suggested by the Academic Coach for at least two weeks.

_____ ☐ I have filled out the Group Change Form requested by the Academic Director (if applicable) and given it to the Academic Director.

IF ALL THE ABOVE STEPS PROVE INEFFECTIVE:

☐ I have notified the Academic Director

_____

The Academic Director will take the above data to the School Director for input and guidance.

_____

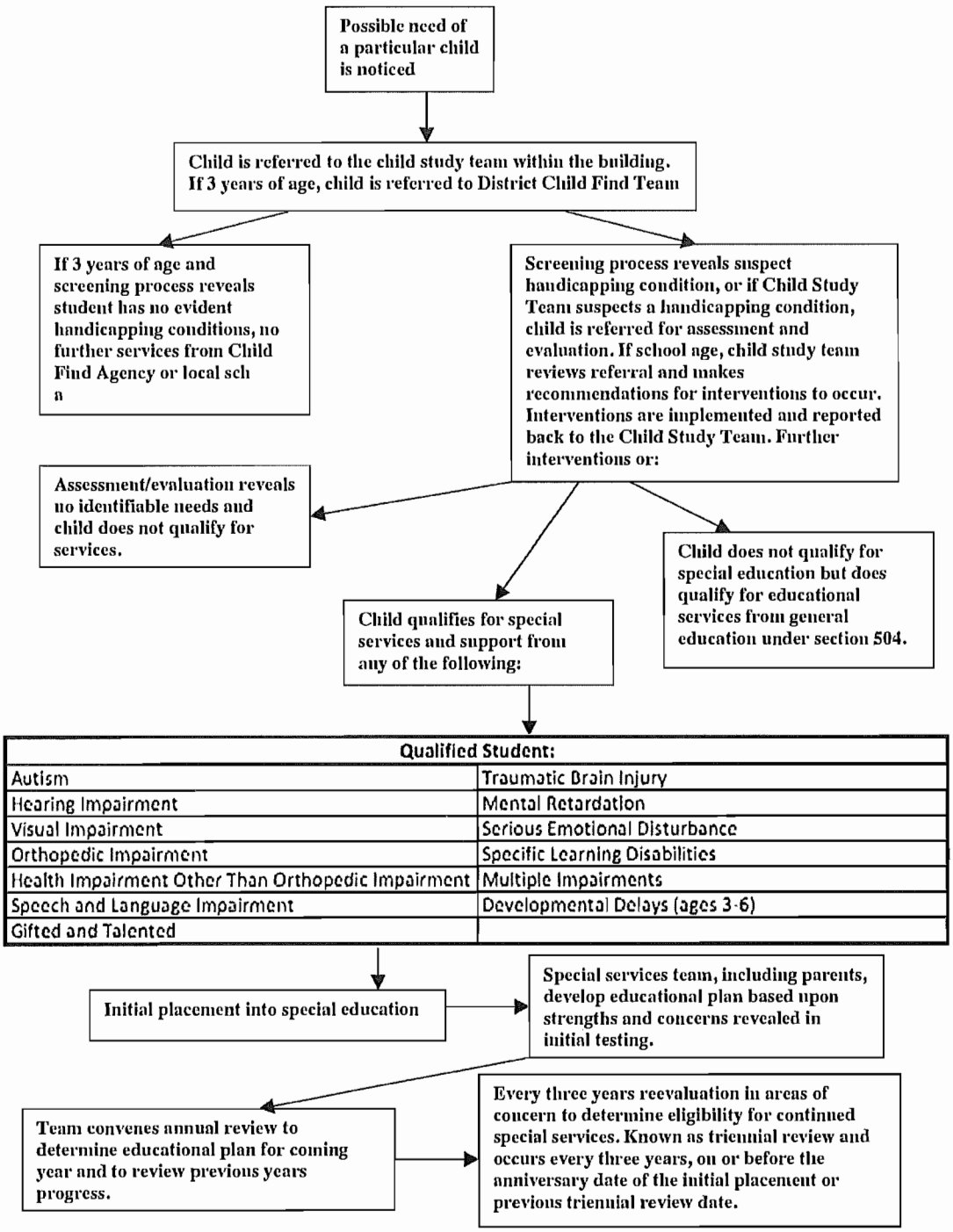
The School Director will meet with the Special Education team to discuss data and further interventions, accommodations, or Special Education testing.

_____

The School Director can forgo any of the above steps and move directly to special education testing if deemed appropriate.

_____

FLOW CHART: SPECIAL EDUCATION SERVICES



Attachment A.8.7 Flowchart of LRE to MRE – Continuum of Service Delivery Model

Type of Contact	Where	By Whom	Variables	For Whom
1. Specialized instruction in the mainstream classroom by the teacher	Mainstream classroom	Teacher	Accommodations, modifications	Any IEP student for whom this is the LRE where he/she can still achieve success
2. Specialized instruction in the mainstream classroom by a paraprofessional	Mainstream classroom	Teacher or Paraprofessional* ***under direct supervision of teacher; curriculum planned by certified staff, paraprofessional delivers specialized instruction and submits student achievement data to teacher for weekly evaluation.***	Accommodations, modifications, one-on-one assistance and support	Any IEP student for whom this is the LRE where he/she can still achieve success
3. Specialized instruction in group of 12-18 students	Small Groups within classrooms	Teacher or paraprofessional*	Specialized curriculum and supports	Any IEP student for whom this is the LRE where he/she can still achieve success
4. Specialized instruction in a group of 5-11 students	Small Groups within classrooms	Teacher or paraprofessional*	Specialized curriculum and supports	Any IEP student for whom this is the LRE where he/she can still achieve success
5. Specialized instruction in a group of 1-5 students	Small Groups within classrooms	Teacher or paraprofessional*	Specialized curriculum and supports	Any IEP student for whom this is the LRE where he/she can still achieve success
6. Home and hospital instruction 1:	Home or hospital setting	Teacher or paraprofessional*	Specialized curriculum and supports	Any IEP student whose IEP outlines this setting as a needed intervention

Narrative A.9.1 Student Records Management

American Preparatory Academy – Las Vegas is committed to keeping and maintaining pupil records as stipulated by NAC 386.360. The Administrative Secretary will maintain these records.

a. The Administrative Secretary will be responsible for providing these records to the school district in which the school is located for inclusion of the pupils into the automated system of accountability as per NAC 386.350.
b. The cumulative record will be kept in a specified "cumulative folder", clearly marked with the student's name. All records for that student that belong in the cumulative folder will be kept in his/her cumulative folder, and include grades, transcripts and attendance records, etc.
c. Also, in the event of the school closing, the governing board will be responsible for all pupil records and will forward them on to the schools of the former students.
d. Pupil cumulative files will be kept in a secured, fire-proof cabinet in the school's front office. This will give the Administrative Secretary access to these files and allow the Secretary to ensure they are kept secure.
e. American Prep-LV is committed to forwarding all pupil records for students who have withdrawn or graduated from our school to the office of student records of the school district of residence of each pupil. The Administrative Secretary will print three copies of the student's transcript. One copy will be sent to the student's legal guardian's place of residence. A second copy will be placed in the student's permanent record, which will be sent to the school district of record. A third copy will be kept by American Preparatory Academy until the student completes High School. This copy will either be kept on file or scanned and digitally stored as required by law or regulation.

At the request of a student's legal guardian, in accordance with FERPA, upon completing the steps to transfer, American Prep-LV will send transcripts to the requested school or district office, as appropriate.

In accordance with NAC 386.360 and NAC 392.301-392.360

The school shall ensure that all confidential student, family and staff information is kept confidential. Confidential information includes, but is not limited to the following:

- Student information containing names, other identifying information, grades, demographic information, registration information, special education information and any other identifying information, including class lists, rolls, etc. outlined in state law and administrative rules.
- Family information containing the same information as student information Staff information containing social security numbers, confidential demographic information, pay information, retirement information, health information and other non-public information.

All confidential information to be discarded must be brought to the workroom and placed into the shredding receptacle where it can be shredded and recycled. This is only for confidential information, not regular recycling. Volunteers may be approved by the Director, CFO or Operations Manager in writing, for a specific purpose, to assist with work containing confidential information, including student coursework. Volunteers may not take student work home and must read, understand and sign the school's Volunteer Agreement.

Records Management

1. American Prep enrollment, academic and official Board records shall be managed under the direction of the School Director.
2. American Prep records relating to fiscal and asset protection matters including insurance, payroll, budgets, property and equipment, purchasing and banking, etc. shall be managed under the direction of the CFO and Operations Manager.
3. Records shall be classified as either public, private, controlled, protected or exempt.

Records Requests

1. Requests for records review shall be made during regular school office hours.
2. Requests to review private, controlled or protected records must be made in writing with proof of the right of the individual or agency to access the records by verifiable written release of the record subject, court order or power of attorney.
3. The Director, CFO or Operations Manager shall determine whether access to the records will be granted within ten (10) days or denied in writing specifying the reason.
4. The school shall act in accordance with the Family Educational Rights and Protection Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

Copying School Records

The school may charge for expenses related to the duplication of school records for petitioners. The fee shall be 10 cents per page for duplicating records and labor costs at the rate of $11.46 per hour with a half hour minimum.

Records Retention

Records will be maintained and archived in accordance with the guidelines of the NRS 386.650 and NAC 393.201-392.360 and NAC 386.360. When general school records or student work are deemed unnecessary and it is not required that the school archive them, staff shall ensure that any record containing student or staff names and/or confidential information are placed into appropriate locked bins for secure destruction.

Classification of Records

Public Records

1. Public records shall include:
    a. Official (approved) minutes and actions of the Governing Board unless the information is private, controlled, protected or exempt.
    b. Official school policies.
    c. Executed contracts and accounts that are not private, controlled, protected or exempt.
    d. Names, gender, job titles, gross wages, job descriptions and dates of employment of all current or former employees.

2. Public records shall be made available according to guidelines outlined in GRAMA.

Private Records

1. Private records shall include Personnel files, including performance evaluations and all other documents or information included in a current or former employee's personnel file.
2. Documents related to unemployment or welfare benefits, social services, personal finances, medical conditions or military status.
3. Student records and information not published in the public School Directory.
4. Private records shall be available to the subject of the records and other authorized individuals or agencies.
5. Access to student records shall be in accordance with the Family Educational Rights and Protection Act (FERPA).

Controlled Records

1. Controlled records shall include records containing medical, psychological or psychiatric information that if disclosed could be detrimental to a person's mental health or safety.
2. Controlled records are not open to the subject of the record but are open to authorized persons or agencies.

Protected Records

1. Protected records are only open to authorized individuals or agencies with an appropriate court order.
2. Protected records shall include:

a. Contracts in negotiation and documents related to such contracts.
b. Individual records that if disclosed would jeopardize life or safety or compromise school property or campus security.
c. Academic material not normally disclosed (i.e. test questions) in order to protect the integrity of academic programs or student academic performance data.
d. Minutes from closed meetings in accordance with the Utah Open and Public Meetings act.

Exempt Records

Exempt records shall include student records protected under the Family Educational Rights and Protection Act (FERPA).

Student Records

The school will ensure that a permanent record for each pupil enrolled in the charter school is maintained in a separate file. The permanent record must contain:

(a) The record of attendance of the pupil;
(b) The grades received by the pupil;
(c) The certificate of immunization of the pupil; and
(d) Any other records related directly to the academic progress of the pupil.

1. If a parent or legal guardian of a pupil requests the education records of the pupil, a public school shall comply with the provisions of 20 U.S.C. § 1232g(a) and 34 C.F.R. Part 99.

2. If a parent or legal guardian of a pupil reviews the education records of the pupil and requests an amendment or other change to the education records, a public school shall comply with the provisions of 20 U.S.C. § 1232g(a) and 34 C.F.R. Part 99.

3. Except as otherwise provided in 20 U.S.C. § 1232g(b), a public school shall not release the education records of a pupil to a person, agency or organization without the written consent of the parent or legal guardian of the pupil.

Not Applicable

Narrative B.1.4 Governing Body

The original governing body ***(Board of Directors)*** will be formed after the approval and grant of the ***Sub-Section 5 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.~~

When additional vacancies occur or are anticipated, the ~~governing body~~ ***Board of Directors*** will look first to parents who are active in the school and then to members of the community. ***No board members will be suggested or nominated by representatives of the EMO. Governance of the school is the duty of the Board of Directors, and not the EMO.*** Notice ***of board vacancies*** will be given in the school newsletter, emails, and other sources as necessary. The ~~governing body~~ ***Board of Directors*** will conduct closed interviews of candidates. They will select candidates who are committed to the mission, philosophy, and vision of American Prep-LV as stated in the Charter. They will consider the composition requirements (as found in NRS Sections 386.549(5) and 391) and the primary needs of the governing body, be they Legal, Real Estate, Minority Contacts, Professional Educator, Financial, etc. The ~~governing body~~ ***Board of Directors*** will look to provide a representative diversity so that the Board is not dominated by members of the same religious, ethnic, or racial group, and lacks related members.

The ~~governing body~~ ***Board of Directors*** will accept or reject candidates by a majority vote of current members. For more information, see Attachment B.1.2 Bylaws.

Attachment B.1.1 Letter from Counsel

LVC LAW GROUP
10161 Park Run Drive, Suite 150
Las Vegas, Nevada 89145

T: (702) 835-6966
F: (702) 835-6967
Louis@lvclawgroup.com
www.lvclawgroup.com

Lee I. Iglody, Esq.
Iglody Law Offices
3960 Howard Hughes Parkway
Suite 600
Las Vegas, Nevada 89169

Re: American Preparatory Academy - Las Vegas ("APA")
Legal review of APA's bylaws ("the "Bylaws")
Application for "Charter School" (the "Application")
Before the Nevada Department of Education ("NDE")

Dear Mr. Iglody:

This firm has been retained to review APA's Bylaws, in connection with APA's Application before the NDE. Accordingly, we have reviewed the Bylaws and find that the Bylaws (1) comply with the NDE's "Applicant Instructions" and "model bylaws" provided for such Bylaws; (2) are legally sufficient as to form and content (including with regard to NRS and NAC Chapters 386); and (3) comply with Nevada's Open Meeting Law (NRS Chapter 241).

Please do not hesitate to contact us with any questions or concerns.

Very truly yours,

Louis V. Csoka, Esq.

Attachment B.1.2

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.

Attachment B.1.2

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 ~~Department of Education~~***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.

(c) *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 (v) the Board of

Directors shall not consider any director nomination from any contractor of the school, especially any educational management organization.

(d) *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 ~~in accordance with Section 4.7~~. 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 ~~386.775~~ ***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;

(l) 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 ~~approved by the Department of Education~~ ***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.*** ~~The Chairperson and Administrator are authorized and~~

~~required to sign any check in the amount in excess of $25,000; provided, however, if the Chairperson and Administrator are the same person, only one signature shall be required to sign a check in the amount in excess of $25,000.~~

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.

Attachment B.1.2

CERTIFICATION

The undersigned duly appointed Secretary of the School does hereby certify that the foregoing Bylaws were adopted by the unanimous vote of the Board of Directors and are effective as of _____, 200_.

_____

_____, Secretary

17 Point By-laws Stipulations Summary

The following is submitted in response to section B.1(3) of the Charter School Application. It is a summary of the proposed American Preparatory Academy's (APA's) Bylaws compliance with Nevada Law in response to the enumerated questions set forth in section B.1 of the Charter School Application.

1. Bylaws contain no reference to incorporation. See, generally, sec. 1.1.2.
2. A specific number of governing body members is identified. See sec. 5.2
3. There will be no ex-officio members.
4. 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. See sec. 5.3(c).
5. 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. See sec. 5.2(a).
6. Robert's Rules of Order will be followed. See sec. 5.7(f).
7. The initial Board of Directors shall be formed after the approval and granting 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. See sec. 5.1.
8. Staggered terms are in two and three year intervals. Two initial members will serve two year terms. Three will serve three year terms. See sec. 5.2.
9. No director may serve more than three terms. See sec. 5.2.
10. Existing members shall identify new governing members, and employees or contractors shall not indentify or propose or assist in the nomination of directors. See sec. 5.2(c) and 5.3(a).
11. Only financial institutions in Nevada will be used by the school. See sec. 7.4.
12. 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. See sec. 10.
13. No actions will be taken by a board not in compliance with the statutory membership requirements. See, generally, sec. 5.2(b) and 5.6.
14. NRS 386.345 membership requirements shall be adhered to. See sec. 5.2(a)-(c).
15. Membership of the board will represent the diversity of the school community. See sec. 5.2(c) and 5.3(a).
16. Minutes of meetings shall be maintained and meetings shall be audio recorded. See sec. 5.7(h) and (l).
17. See sec. 2.

Narrative B.2.1 Committee to Form Statements

Committee to Form the School members:

Jonathan L. Gardner	M.B.A., emphasis in Finance; ***Parent of pupil enrolled***
Lee Iglody	Juris Doctor
Lindy DesJarlais	M.S. Educ. Leadership, Cert. in NV for Elem., Middle, and Early Adolescence
Tamara Stuart	M.S. Educ. Leadership, K-12, Certified in NV, UT, and AZ
~~Rachelle Hulet~~	~~Parent of pupil enrolled in the charter school~~
Paris Bayardo	***B.S. Business Administration and Marketing;***

The two teachers listed above are currently licensed in the State of Nevada, as that term is defined in subsection 7 of NRS 386.520, and have at least two years of teaching experience requiring state teacher licensure. Resumes and teachers' licenses may be found in Attachment B.2.3.

No one on the Committee has an ownership interest in the facility the school will lease.

All Members of the Committee reside in the State of Nevada.

One Member of the Committee had an affiliation with another charter school:

Tamara Stuart was associated with Excelsior Academy, 124 E. Erda Way, Erda, UT 84074 from September 2008-May 2009, the year before the school opened. She moved to Las Vegas and therefore ceased her affiliation with the school. Tamara worked on Curriculum Development and was not a board member.

Paris Bayardo represents one of the minority communities that we seek to recruit to the school. As an Hispanic American, Paris' education and training in marketing is an excellent fit for our committee. ~~Our Committee does not currently represent at-risk or minority students, and we are aware of this need. When we successfully recruit at-risk and minority students, we will seek a Board Member who represents those communities~~. Our committee is free from domination of a religious group and there are not familial relationships among committee members. Committee members have participated in various volunteer capacities in communities and are aware of their duties as public servants.

Attachment B.2.2

Statement of Assurances
Revised March 25, 2009

1. The charter school herein named, American Preparatory Academy,
(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, and the State Board of Education 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 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.

Attachment B.2.2

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 Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

L/H	Lee Iglody
Signature of Member of the Committee to Form the School	Name Printed
Director	8/17/12
Title	Date

Subscribed and sworn to before me

This 17 day of August 2012
date month year

(Notary Public Seal)

Kathy Ledford

KATHY LEDFORD
Notary Public-State of Nevada
APPT. NO. 04-89548-1
My App. Expires June 13, 2016

MAIL/DELIVER TO:

Nevada Department of Education
ATTN: Charter School Consultant
1749 Stewart Street, Suite 40
Carson City, NV 89706-2543
Telephone: 775-687-9149

NO FAXED APPLICATIONS WILL BE ACCEPTED

Attachment B.2.3 Resumes of Board Members

1. A resume for each board member is included in this attachment.
2. Each board member is a resident of Nevada, as outlined in their resumes.
3. Which NRS 386.520 membership category for each board member:
    a. Tamara Stuart - currently Nevada-licensed teacher – license included in application
    ~~b. Rachelle Hulet - parent of a pupil who will be enrolled in the school~~
    c. Jonathan Gardner - person with knowledge and experience in accounting and finance; ***parent of pupil enrolled***
    d. Lee Iglody – person with knowledge and experience in law
    e. Lindy DesJarlais – currently licensed teacher
    f. Paris S. Bayardo – person with knowledge and experience in marketing and business administration

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 — **Provo, UT** April 2004

- Emphasis in Finance, Entrepreneurship, Real Estate

Bachelor of Science, Statistics, Brigham Young University — **Provo, UT** December 1997

- Minor in Mathematics

EDUCATION–RELATED EXPERIENCE

Part-time Instructor, College of Southern Nevada — **Las Vegas, NV** Aug 2008 – Present

Dept of Mathematics and Dept of Business Administration

- Currently teaching 13th consecutive semester

Teaching Assistant, Marriott School of Management, Brigham Young University — **Provo, UT** Winter Semester 2004

- Taught principles of *Real Estate Finance* to graduate students.

Adjunct Business Professor, Provo College, Business Department — **Provo, UT** Fall Term, 2003

- Taught *TQM: Total Quality Management* course.

Teaching Assistant, Department of Statistics, Brigham Young University — **Provo, UT** Jan 1995 – Dec 1997

- Taught *Introduction to Statistics* courses (6 semesters of classroom instruction).

BUSINESS EXPERIENCE

Consultant, APR Consulting, Inc — **Las Vegas, NV** May 2012 – Present

Provides professional services to Caesars Entertainment Corporation.

- Research company-wide Facilities Spend by Property to find opportunities for strategic sourcing.
- 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 — **Las Vegas, NV** Nov 2006 – Present

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.

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.

9035 Westchester Hill Avenue, Las Vegas, Nevada 89148 • (702) 415-3464 • lindydesjarlais@yahoo.com

Lindy DesJarlais

Profile

I am a passionate, motivated, enthusiastic educator with a desire to be immersed in an school setting either leading elementary school teachers and staff or working with a team of professionals in a warm, safe and creative environment with student learning and growth at the core.

Experience

Garehime Elementary School- Clark County School District — July 2005-present — Las Vegas, Nevada

General classroom and co-teaching instructor

- Responsible for managing a co-teaching classroom with a variety of learners through differentiated instruction, flexible grouping and within a co-teaching team
- Responsible for instruction using the Common Core Standards as well as assessment implementation through data driven methods using AIMSweb, interim assessment results and state standardized assessment results
- Empowerment Team Chairperson, Science Site Coordinator, Attendance chairperson
- Elementary Social Studies Teacher of the Year 2008- Southern Nevada Council for the Social Studies
- Manager of classroom agency *Bank of Garehime Heights*- duties include distributing weekly school currency, providing loans to classrooms and managing school fundraiser "Going to Town Night"

Education

Nova Southeastern University — June 2008-May 2009 — Las Vegas, Nevada

Master of Science-Educational Leadership

Carroll University — September 2002- January 2005 — Waukesha, Wisconsin

Education Certification- MC-EA Social Studies (Elementary Education, Middle Childhood and Early Adolescence)

University of Wisconsin — September 1997- March 2002 — Madison, Wisconsin

Bachelor of Arts- Communication Arts (Emphasis- Radio, Television, Film)

References- available upon request

State of Nevada

License for Educational Personnel

License No. 0000066676

This License Certifies That

MELINDA A DES JARLAIS

has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License		Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
STANDARD	ELEMENTARY	K-8	12/08/2008	TEACHING (12/06/2006)	09/18/2014	
STANDARD	SECONDARY	7-12	12/08/2008	JOURNALISM AND COMMUNICATION	09/18/2014	
STANDARD	SPECIAL	K-12 SUB	12/08/2008	SUBSTITUTE (12/06/2006)	09/18/2014	

Keith W. Rheault

State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 391.025(1)].

(NSPO Rev. 3-04)

Lee I. Iglody, *Esq.*
Iglody Law
3960 Howard Hughes Parkway
Suite 600
Las Vegas, Nevada 89169
(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.

TAMARA D. STUART
10329 Burwood Street ▫ Las Vegas, Nevada 89178
(702) 982-8451-Home (435) 840-8801-Cell
TamStu2@aol.com

Raising the Bar on Education

PROFILE

Dedicated, results-oriented Educational Professional known for planning, organizing and managing educational activities which included: ***evaluating and designing curriculum, motivating and mentoring students, monitoring student progress to ensure compliance with educational standards, staffing and managing faculty and staff committed to improving student performance, evaluating faculty for best teaching practices, reporting to Board of Directors regarding budgets, student achievement, and curriculum.*** Committed to ***achieving positive results in education through a positive impact on the children of today and the future.*** Recognized leader for ***professional, academic and community contributions.*** Utilized varied ***teaching techniques to meet the needs of visual, kinesthetic and auditory learners*** for all subject areas. Ability to work with people from a ***variety of ethnic, socio-economic, and environmental backgrounds.*** A ***researcher who loves to find new and better ways to challenge students.***

STRENGTHS / SELECTED ACCOMPLISHMENTS

Classroom Management Research / Analysis Staff Development
Curriculum Development Teaching Practices Creative Writing
Language Arts / English Parent / Teacher Relationships Desktop Publishing
Public Speaking /Presentations Student Literacy Advisor In-Service / Staffing
Accreditation Process Staff Management Adult Training

Leadership:

- Administrative duties at both public and charter schools.

Curriculum:

- Trained in Singapore Math, Spalding, and Shurley English, STAR Reader and Accelerated Reader.

Praxis Exam:

- Passed the nationally accredited ***Praxis Professional Assessment Exam*** in the top five percent of those who have ever taken the exam.
- ***Received a certificate of exemplary Language Arts knowledge*** from the Praxis Board of Directors.

Writing:

- ***Published several papers*** as an undergraduate student at BYU, including a research paper on party politics in America.
- ***Published*** many plays, sketches, songs, poems.
- Currently working on ***novel.***

Effective Teaching:

- Part of district wide curriculum team successful for increasing student writing across the curriculum and on AIMS (Arizona's Instrument to Measure Standards).

EXPERIENCE

Holds valid teaching licenses in Nevada, Utah, and Arizona
Master's Degree in Educational Leadership K-12

Spring Valley High School – Las Vegas, NV 2010-Present *English Teacher.*

- *Specifically hired to replace ineffective teacher.*
- *Hired to establish control and curriculum mid-year.*
- *Worked on school improvement, senior committee, scheduling for 2011.*
- ***Taught Modern Literature successfully to an extremely difficult group of students.***
- ***Successful teaching strategies and evaluations.***
- ***Chosen to represent department on SIP team.***

Excelsior Academy – Salt Lake City, UT 2009-2010
Director Pro Tempore
Assistant Director/Curriculum Director

- ***Teacher training, Staff Development.***
- In charge of ***in-service and staffing.***
- ***Correlated curriculum alignment*** to State Standards.
- ***Developed Curriculum*** for teachers.
- ***Specialties included***: student engagement, teacher-led instruction, classroom strategies for success, teaching writing, leveled learning, scheduling
- ***Catalogued and organized classes*** taught and electives offered in response to student needs.
- ***Accreditation Process***

Tooele High School – Tooele, UT 2006-2009
Language Arts teacher

- ***Developed a Creative Writing class*** for students that grew from 20 to 93 in three semesters.
- ***Designed curriculum*** for both the Creative Writing and Advanced Creative Writing classes.
- ***Developed an Advanced Creative Writing class*** designed to create and publish a literary magazine for Tooele High School; first of its kind in the Tooele County School District.
- ***Advisor*** – *Literary Underground*- The literary publication for Tooele High School.
- Selected as the ***Writing Specialist*** for Tooele High School; sat on Textbook Adoption Committee 2006.
- Participated in ***District Technology Training,*** including PowerPoint, Movie Maker, My UEN and InDesign.

Cibola High School – Yuma, AZ 2000-2006
Language Arts teacher grades 9-12.

- ***Selected to write Language Arts Curriculum*** for all 9th grade classes in the district as part of a district-wide curriculum-alignment program. As a result, every freshman Language Arts teacher in the Yuma Union High School District follows the curriculum submitted by my committee. Content includes objectives, essential information and questions, quizzes, tests, and final assessments.
- ***Advocate*** for at-risk freshmen.
- ***Developed lesson plans*** which aligned with state standards of core curriculum.
- ***Participated in team building*** and strengthening programs.

- ***Trained faculty*** on ***six-trait writing and assessment***; group leader on six-trait writing and assessment.
- ***Taught workshops*** on student engagement and creative teaching methods.
- ***Trained ESL advocate.***
- ***District training*** on student engagement activities, collaborative colleagues, and collaboration groups.
- ***Nominated Teacher-of-the-year*** every year of employment.

Ray Drysdale High School – Yuma, AZ 1999-2000.
Language Arts / Civics Teacher
At-risk High School Students

- ***Lesson planning; department chair.***
- ***Creative and original lessons*** due to lack of materials and curriculum.
- Aligning curriculum to meet ***State standards*** for testing.
- ***Classroom discipline.*** Most students were at-risk students on probation or house arrest. Worked with probation officers to ensure success of students.
- ***Student council advisor***; learned to appreciate students from all backgrounds and socio-economic situations.
- ***Worked*** with disengaged and apathetic parents.

EDUCATION

Western Governor's University – Salt Lake City, UT
Masters of Science in Education – Educational Leadership Administration

Brigham Young University – Provo, UT
Graduate Hours - 22 credit hours in English Teaching and related education fields.

Brigham Young University – Provo, UT
Bachelors of Science - Political Science

COMPUTER SKILLS

- Participated in District Technology Training: PowerPoint, Movie Maker, My UEN and InDesign.
- Microsoft Office: Word, Excel, PowerPoint, Publisher, Outlook.
- Federal Information Network for Student Access Information

State of Nevada

License for Educational Personnel

License No. 0000086510

This License Certifies That

Tamara D Stuart

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
PROFESSIONAL	SECONDARY 7-12	8/9/2012	POLITICAL SCIENCE(10/15/2009) ENGLISH(10/15/2009)	11/10/2018	0004

Paris S Bayardo

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

Proposed 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?*

- 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.

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.

Proposed 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 and the ability to offer advice on routine legal issues, such as leases and contracts, on behalf of the 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?*

   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.

   By the fourth year of operation, I personally hope to be able to see my director seat occupied by a new member who reflects the educational community served by APA-LV. The community will have recognized APA-LV's hard-earned reputation for success in helping both at-risk and other students achieve their goals and become well-rounded citizens.

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 and hope to work together again in the future. 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.

Proposed Member: Lindy DesJarlais

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.*

   Birthdate: September 18, 1979. Birth Certificate available upon request.

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 at the recommendation of a mutual friend.

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

   As a current school teacher and lifelong learner I have come to learn the future is our children, and I want input into the lives of children through their education. Serving on the board of American Preparatory Academy- Las Vegas will give me the chance to directly impact a large number of students by making educational decisions for their betterment. I am committed to education and bettering the lives of students and the Las Vegas community. I have been a teacher in this community for 8 years and I see the need for schools to be able to function as independent entities and make decisions for their specific population.

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.*

   No, I have never served on a school board of any type. I would like to serve in this capacity because as a board member I will have the opportunity to move our school forward and use our resources to best service our students and school community. Meeting the learning needs of our students will be top priority and as a board member I will have an opportunity to make decisions that will help all students advance and grow.

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

   A public charter school board member provides input and decision making solutions and ideas for the charter school, they work to open the school, grow their population, meets the needs of their staff and students and make decisions that will better the charter school both for the present and in the future.

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

   With regard to experience and knowledge the best example I can offer is my recent 2 year tenure as a school Empowerment Chairperson. The Empowerment model in public schools granted, at the time, specific and chosen schools the ability to make site based decisions with regard to 5 components: budget, staffing, governance, instruction and school bell times. As the chairperson of this committee it was my responsibility to manage all aspects of the process. I needed to work closely with administration, teachers and support staff to make decisions that would best improve the learning lives of our students. Taking into consideration all points of views and ideas, creating

proposals for change and implementing consensus reached changes were all components of this position. I had to manage people, ideas, programs and change and I believe as a future board member this past experience will help me immensely. In addition to my role as Empowerment Chairperson, I have eight years of elementary education experience, a Master's degree in Educational Leadership and seven years of serving on a variety of committees, teams and leadership roles in my current school environment. I believe I bring to the table a strong understanding of how to meet the learning needs of students. Lastly, I love success and growth in students and using that as a driving force I believe I will bring to the board the right mind set and attitude to help our school grow and succeed.

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?*

By the end of its first year, the school will be running smoothly as viewed by students, parents and the community. Small clerical, administrative and operational details will still be worked on but students will love the school and the learning they are receiving, parents will be thrilled with growth of their children and the community feel of the school and teachers will be exhausted and no doubt ready for summer break. By
the end of year four, the school will be running smoothly with strong retention of students and families as well as staff. We will be readying ourselves for our first high school graduating class and American Preparatory Academy- Las Vegas will be an excellent example of high achieving and high quality education in Clark County.

II. Educational Philosophy

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

My understanding of the mission and philosophy is that the schools top priority is student achievement. That is accomplished through research based practices which create a fundamental base for all students.

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

Yes, I am familiar with the classical education model of the Trivium-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 successful and rigorous.

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 is a school is one in which the vision of the school is shared, understood and believed in by all members of the school community, including the students. A successful school strives for achievement and top success, but understands growth and personal best are constant foundations to build on. In order to achieve this, the school needs:
1. A strong, cooperative board where all members put the needs of the school first.
2. A principal or administration as a whole willing to work tirelessly and cooperatively for the betterment of students, staff and community members.
3. Teachers who are proven effective in the classroom and beyond with regard to both delivery and management of instruction. In addition, teachers who are experts in motivation, compassion and understanding.

4. A strong sense of community which starts from the top and works all the way down to individual students and families. From recognizing successes of fellow students, praising staff publicly for a job well done to encouraging families to volunteer time at the school and at home.
5. Students willing to work, learn, succeed, grow and give their personal best each and every day.
6. A work and learning environment where procedures, expectations and roles are clearly defined and understood by all.
7. Constant evaluation of the school direction with regard to the vision and philosophy set forth, and the willingness to make change when needed.

In the first year or two the board will need to work diligently to see these seven items come together. The board will need to employ strong leadership and educators right from the start. We will need to immediately and actively reach out to the community to create a sense of family. We will need to be around constantly walking the school, meeting with families and observing education take place. Only when this happens will the board be able to say we are doing our job and truly understand what is going on within the walls. In addition, as a board we need to be willing to make the hard decision and make changes when our school is not moving in the right direction.

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.*

Neither my husband nor I know any other board members.

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. Not applicable.

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. Not applicable

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.*

No.

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).*

First, I would make sure I had proper documentation. Then, I would take the information to the appropriate and correct persons to handle the situation from a legal or moral standpoint.

Attachment B.2.4 Request for Information from Prospective Charter School Board Members 12/18

Proposed Member: Tammy Stuart

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.*

   Birthdate: November 10, 1969. Birth Certificate available upon request.

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 at the recommendation of a mutual friend.

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

   I have been in education for 14 years and I have seen that a choice in education is necessary for student success. Charter schools serve those children who need more structure and differentiated learning better than public schools, and I am committed to helping students succeed, not only in education, but in the skills necessary to be well-adjusted, functioning members of society. Because of my experience in education, I know what works and what doesn't and I would like to offer my knowledge and support to this school

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 worked with Excelsior Academy in Erda, Utah to help get students enrolled, to help establish the curriculum they use, to hire new teachers for the school, and to establish a foundation for a successful school there. I did not serve on the board with this school. I served as the Assistant Director in charge of Curriculum for the school the year before it opened, and stepped down in May, after finding out my husband was transferred to Nevada. During that time, I learned a great deal about what is required to open and run a successful charter school.

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

   A public charter school board member provides input for the necessary elements of a public charter school, offers support to other board members, and works to open the school, including enrollment, publicity, curriculum, rules and discipline policy of the school, parent volunteers, outfitting the school, staffing, policy and procedural issues, ensuring the charter is followed, etc.

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

   With over a decade of secondary education experience, a degree in Educational Leadership, and years of curriculum writing and development for two different school districts, I understand the needs of students in the 21st century. After working with Excelsior Academy, I know the intricate details of opening a school, from finding a location, to developing a dress code policy that is enforceable, to managing drop-off and pick-up traffic. I am also familiar with the policies and procedures of State Boards of Education and their requirements for public schools. I know what curriculum is effective, what teaching strategies and differentiated learning strategies work best, and how to find those teachers who care more about what their students are learning than

just how "well liked" they are. I understand the needs of balancing a school budget while appropriating necessary funds into the classrooms. I have worked with textbook publishing companies and grant writers to equip schools with needed teaching tools. I understand education, and more importantly, I genuinely love the kids I work with.

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?*

By the end of its first year, the school will finally be starting to smooth out. The students will have no idea all of the tiny, intricate issues that have had to be dealt with because they will have pushed themselves harder than ever and learned more than anyone believed they could in one year. Teachers will be exhausted, frustrated, and grateful for the end of a rough, but rewarding year. By the end of four years, we will have either expanded or built another school to house the demands of the community. We will show achievement in testing unlike even the upper-class suburbia schools have and our students will find greater success in and out of the classroom. Our wait list and test scores will indicate that we have achieved a level of success not seen in public schools.

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. This includes direct instruction, a longer school day, traditional classroom structure, and extensive training of all teachers on staff.

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 is a 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 understand their role in the education process, 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.*

Neither my husband nor I know any other board members.

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. Not applicable.

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. Not applicable

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.*

No.

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).*

    I would need verification that they were involved in self dealing before I could take the information to the right parties, but I would never sacrifice the needs of students for fellow board member. If there is sufficient evidence to suggest that they are materially benefitting from the school, the board would take measures conducive to the charter to have that member removed from the board.

Proposed Member: Rachelle Hulet

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. Birthdate: July 30, 1976.

2. *How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?*

   I visited the APA Draper and APA West Valley campuses and decided that my children needed to have the opportunity to experience that kind of education. I approached Carolyn Sharette to assist me in opening a school in Las Vegas.

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

   I have a clear understanding of how this school needs to be set up and run in order to be the most successful. As a member of the board I will make sure that our mission, vision and philosophy are carried out.

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 never served on a board of a school district. I am currently serving on the board for a local soccer organization, AYSO 1258, which is a not-for-profit corporation. I am familiar with how the board is to operate, have public meetings, as well as how responsibilities are divided among the board.

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

   As a board member it is important to make sure that the school carries out its said purpose, mission and vision. It is also important to maintain compliance with all the Nevada laws and statutes. Board members also work together to hold the Educational Management Organization, teachers and employees to the standards set forth in our by-laws and charter application.

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

   I am a mother of four children, three of which are enrolled in the Clark County School District. I have a passion for my family and for their future. I want to be able to be involved with a higher level of education and character development program for my children. I work well with people have good communication skills. I am also familiar with the American Preparatory Academy's model and can contribute to making sure it is followed.

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, I would gage the success of our school by having our enrollment full, our parent satisfaction at or above 90% and that we will be able to see a year's growth in a year's time for 90% of the students. After four years I would also see enrollment full, parent satisfaction at or above 95% and that we are meeting all of our academic goals set forth in this application.

II. Educational Philosophy

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

Academic achievement and good character development are the foundation of American Preparatory Academy-Las Vegas. It is key that student master fundamental concepts and are fluent in the major disciplines in order for them to master higher level skills. This mastery is achieved through repeated instruction, increasing the degree of challenge and then extensive practice. In order to achieve academic success, it is important to create an environment that is orderly, safe and nurturing.

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

APA uses The Core Knowledge Sequence as the major component of their academic program. In order to teach these skills to mastery level, they use the Direct Instruction program. These programs align with the learning levels of Trivium.

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 will have the following characteristics:

1. Strong unified board, intent on following through with the mission, vision and goals set forth in the application.
2. Administrator who has the understanding of the education and character development of the students and who leads the staff and students with a positive attitude.
3. Supporting staff that will carry the same mission and goals as the board and administrator.
4. Students that work hard, continue to make progress and enjoy the world of learning.
5. Parents who continually support their children and teachers by encouraging high standards of learning and by volunteering time at the school and with their children.

It will be important for the board to hire an administrator that fully believes in the mission, vision and philosophy and is fully invested in the education of children. It will also be imperative that the board continues to monitor and track the progress of students to make sure that the instruction they are receiving is adequate. High standards of teaching is a must and those that cannot maintain this is not the right fit for APA-LV. Lastly, the board needs to be sure that all monies are spent appropriately and in accordance with the budget.

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.*

Lee Iglody is friends with my husband they used to work at the same law firm together. I have known Jon Gardner for a few years due my personal relationship with his wife.

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. Not applicable.

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. Not applicable

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.*

Carolyn Sharette is the founder of American Preparatory Schools (EMO) and is my aunt.

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).*

I would first want to verify that such arrangements or accusations were accurate. I would then bring it to the attention of the board that immediate action be taken. I would be sure that all laws and policies were followed in resolving the matter.

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.

Narrative B.3.1 Management Plan

APS currently manages 4 campuses utilizing the following management plan, ***with the exception that in its current 4 schools, the Business Manager is also an employee of APS. At American Prep-Las Vegas, the Business Manager will be a direct employee of the school's Board of Directors.***

The Leadership Team at the school is comprised of 5 individuals, *4* who are employees of APS:

1. School Director
2. School Business Manager
3. Academic Director
4. Elementary Director
5. Secondary Director

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 Director has the optimal opportunity to carry out his/her work. The School Director and Business Manager have as their primary objective the task of "clearing the way" for the Academic Program to be implemented at maximum efficacy by the Academic Director, with the assistance of the Elementary and Secondary Directors.

The **School Director (SD)** and **Business Manager (BM)** work together to manage and facilitate all non-academic functions of the school. Together they develop the *budget* and approve purchases. The Business Manager is responsible for *fiscal policy development* and *implementation of GAAP* and all other finance policies. The SD and BM are jointly responsible for *legal compliance* with all rules and regulations that apply to the school. The SD and BM sit on the *hiring* committee.

On a daily basis, the **Academic Director (AD)** leads the instructional programs at the school. The AD is the *Instructional Leader*, and this position requires a Nevada Administrative Certificate or comparable experience. The AD *develops curriculum* in consultation with APS, *implements the academic program* school-wide, sits on the *hiring* committee, and is the Lead Instructional *Coach*. The

Elementary Director, SD and **Secondary Director** oversee academic and administrative functions in their respective grade levels.

Narrative B.3.2 Description of Responsibilities

At the school level, the organization of leadership and communication is clear and defined and led by the following three Directors:

Title	Role/Responsibility	Critical Skills/Experience
School Director Reports directly to the Executive Director of American Preparatory Schools, but employment is governed (hiring and firing) by the American Prep-LV Governing Board (NAC 386.403).	• Oversee all non-academic administrative functions of school • Team with BM on finance and budget functions • Supervision of school support staff (secretarial) • Establishment of policies and procedures relating to non-academic areas such as enrollment, registration, attendance, carpool, weekly communication with parents, state reporting, nutrition programs, calendar development. • Legal and regulatory compliance	• Organization Leadership • Compliance Management • Public Relations • Budget oversight • Team Building • Technology Skills (word processing, spreadsheets, powerpoints) Preferred Qualifications/Experience: • Organizational Management • Youth Leadership and mentoring • Public Speaking • Legislative process/advocacy
Business Manager Reports directly to the ~~School Director~~, ***Board of Directors*** ~~but~~ ***and*** ***e***mployment is governed (hiring and firing) by the American Prep-LV Governing Board (NAC 386.403).	• Oversees all financial and accounting functions of the school • Oversees all operations sectors of the school: custodial, maintenance, carpool, safety, emergency management. • Policy and procedure development and implementation for all finance/operations sectors • Legal compliance with all state laws and regulations governing	• CPA preferred • BS in finance or accounting or related • Organization Leadership • Budget development • GAAP compliance experience • Audit management
Academic Director Reports directly to the School Director. • • Primary Role: • Oversees the Academic Programs of the school.	• Supervises the Elementary Director and Secondary Director • Supervises teaching staff at the school • Manages Teacher licensing • Teacher recruitment – sits on the hiring committee • Student assessment and placement into instructional classes • Curriculum development and implementation • Communication regarding academic issues with teachers and parents • Organization of school schedule.	• Teacher license and/or Administrative License in Nevada or other state • Classroom teaching experience • Direct Instruction training and experience • Core Knowledge training and experience

Narrative B.3.4 Carrying Out Charter School Laws

The Committee to Form the School will maintain a diverse governing body representative of the entire community served by the school. As the Governing Board may be established before enrollment is complete, this will be accomplished to the best of our ability based upon our target enrollment population. ***The Governing Board is responsible for ensuring that all charter school laws and rules are complied with. Although the Governing Board intends to contract with APS to run the day-to-day operations for the school, the Governing Board retains the responsibility for all school operations, including compliance with laws, rules and requirements of the charter.*** The School Director will receive initial and ongoing training and support from American Preparatory Schools. American Preparatory Schools employs specialists familiar with correct business practices, compliance responsibilities, Federal Title programs, policy formulation, and other areas essential for start-up and continued Charter success.

The School Director will be accountable for compliance with Federal and State laws and compliance dates applicable to education in the State of Nevada. He/she will familiarize himself with the *Charter School Reporting Requirements Manual.* The School Director will be responsible for creating and maintaining working relationships with members of the State Public Charter School Authority Board and the Nevada Department of Education. When the School Director needs guidance, he/she will look to APS, to the State Public Charter School Authority Board, or to the Nevada Department of Education for assistance.

The School Director will attend conferences and technical assistance meetings to assist him in meeting compliance requirements. The School Director may delegate applicable training and compliance responsibilities to the Academic Director or Business Manager.

The Governing Board will provide oversight of the School Director according to the Board's Governance Policies ~~(see Appendix B.1).~~ The Governing Board will require at least quarterly Director and Financial reports to maintain accountability and transparency in all American Prep-LV activities. The School Director, Business Manager, and Governing Board members will be required to divulge potential conflicts of interest in seeking positions with the school.

The Academic Director will direct and oversee the academic instruction at American Prep-LV. The Academic Director will utilize assessment data, Learning Progress Charts, and weekly team meetings to ensure the appropriate placement and progression of all pupils, but in particular those who are economically or academically disadvantaged according to NRS 386.500 and 386.610.

Narrative B.3.5 Dispute Resolution

***In the event a dispute arises between a charter school sponsored by the State Public Charter School Authority and the Authority or its staff, the charter school shall submit, in writing, a statement outlining its complaint and proposed resolution to the Director of the Authority or his/her designee for review. The Director will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not he/she agrees with the complaint and whether he/she accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President of the Authority will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, whether he/she agrees with the proposed resolution, or proposing an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the State Public Charter School Authority at the next available meeting for its consideration. The Authority will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the Authority is final.*~~In the event a dispute arises between a charter school and the Department of Education, or between a charter school and the State Board of Education if the State Board is the sponsor of the school, *SPCSA,* the charter school shall submit, in writing, a statement outlining its complaint and proposed resolution to the Department's Deputy Superintendent of Administrative and Fiscal Services, or his designee, for review. The Department will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not it agrees with the complaint and~~

~~whether it accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Deputy Superintendent, it may request, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, which resolution is proposed, or proposing an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the State Board of Education at the next available meeting for its consideration. The State Board will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the State Board of Education is final.~~

Narrative B.3.6 Grade Configuration

American Prep-LV intends to operate as an elementary, middle and high school as pursuant to NRS 388.020. In the first year of operation we will open with K-9, second year will be K-10, third year K-11, fourth and continuing will be K-12. While we intend to open grades according to the budget and cover sheet information we have provided in this application, if our enrollment dictates we may have more students in one grade and fewer in another grade in the first years of operation.

Narrative B.3.7 Description of Lottery System

As long as our school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school "shall enroll pupils…in the order in which applications are received." "…[I]f more pupils…apply for enrollment…than the number of spaces which are available…" the school shall use a lottery to determine who will be enrolled.

Because our school will be an "at-risk" charter school, we will adopt the following NRS 386.580(2) and/or NRS 386.520(4)(p) lottery exemptions:

- Sibling of a pupil who is currently enrolled in the school;
- A child who was enrolled, on the basis of a lottery system, in a prekindergarten or other early childhood educational program at the charter school;

- A child of a person employed in a full time position by the school;

As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353.

As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

For the situations identified below, only, our school will establish and advertise an enrollment window from May 1 to May 15 during which it will accept applications.

- Approaching our first year of operation;
- When adding a new grade; and
- For annual enrollment in our school's lowest grade.

We will announce and advertise these opening and closing dates of the window to the community in which we plan to operate. The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade:

   ~~A. The following classes of applicants will be exempted from the lottery:~~

   - ~~A child of a person employed in a full time position by the school;~~
   - ~~A sibling of a pupil who is currently enrolled in the school; and~~
   - ~~A child who was enrolled, on the basis of a lottery system, in a prekindergarten or other early childhood educational program at the charter school;~~

All ~~remaining~~ enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.

~~B. Applicants will be accepted according to their sequence in the lottery up to 75% of enrollment capacity. Remaining spaces will then be filled according to the priority list above for:~~

- ~~A child of a person employed after the enrollment window has closed, in a full time position by the school; and~~
- ~~A sibling of a pupil who is currently enrolled in the school due to the lottery (B).~~

3. Those pupils whose applications are not selected either by the lottery ~~(B) or by priority enrollment (C)~~ will be placed on an enrollment waiting list in the order determined by the lottery. ~~Prior to the start of school, remaining seats will be filled from the enrollment waiting list in this order.~~

4. Pupils who seek enrollment after the enrollment window is closed will be ~~offered the opportunity to be added to a secondary enrollment waiting list.~~ ***will be added to the enrollment waiting list, but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.***

5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.

6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.

7. As space becomes available, pupils from the waiting list will be enrolled in the school.

8. ***The waiting list enrollment order will be determined by lottery.***

   ~~i. When priority-eligible pupils (2.C.) *and* all pupils assigned enrollment order numbers by the first lottery (2.D) have been offered enrollment in the school, the school will fill available space by conducting a lottery from the secondary enrollment waiting list.~~

9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.

10. ***A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.***

11. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.

12. The Committee to Form our Charter School includes a person who intends to enroll their child in the school, recognizing that lottery results may preclude the child's enrollment; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined. If the lottery determines that the board does not include a parent of a pupil enrolled at the school, the board will add the parent of a child who did make it into the school. The first "parent" need not necessarily leave the board, all other requirements and

restrictions considered, ***but our board will include the parent of an enrolled child once the board knows who is enrolled in the school.***

13. If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

~~14. Our school will annually require a "Notice of Intent" from the parent/guardian, to be received by May 1st, for the purpose of anticipating vacant seats available during the lottery. An enrolled pupil will not be required to re-enroll.~~

Narrative B.3.8 Statement of Assistance on Application Preparation

a.) This application was prepared by the Committee to Form the School with assistance from American Preparatory Schools, Inc.

b.) APS has been and is currently affiliated with the following schools:

American Preparatory Academy-Draper
www.americanprep.org
12892 S. Pony Express Rd.
Draper, Utah 84020

American Preparatory Academy-The School for New Americans
www.americanprep.org
1255 West Crystal Ave.
West Valley City, Utah 84119

American Preparatory Academy-The Accelerated School
www.americanprep.org
3636 W. 3100 S.
West Valley City, Utah 84120

American Preparatory Academy-Africa
Leusaka, Zambia, Africa

Excelsior
excelsior-academy.org
124 East Erda Way
Erda, Utah 84074

Noah Webster
noahwebsteracademy.org
205 East 400 South
Orem, Utah 84058

c.) APA-Draper (2003-current)

APA-SNA (2009-current)

APA-TAS (2011-current)

APA-Africa (2009-current)

Excelsior Academy (2010-current)

Noah Webster Academy (2012-current)

d.) APS has not ceased affiliation with any schools with which it has begun an affiliation.

e.) n/a

f.) APS is led by four management officers ~~(Resumes in Appendix B.3.8)~~:

Carolyn Sharette, Executive Director

Laura Campbell, Executive Academic Director

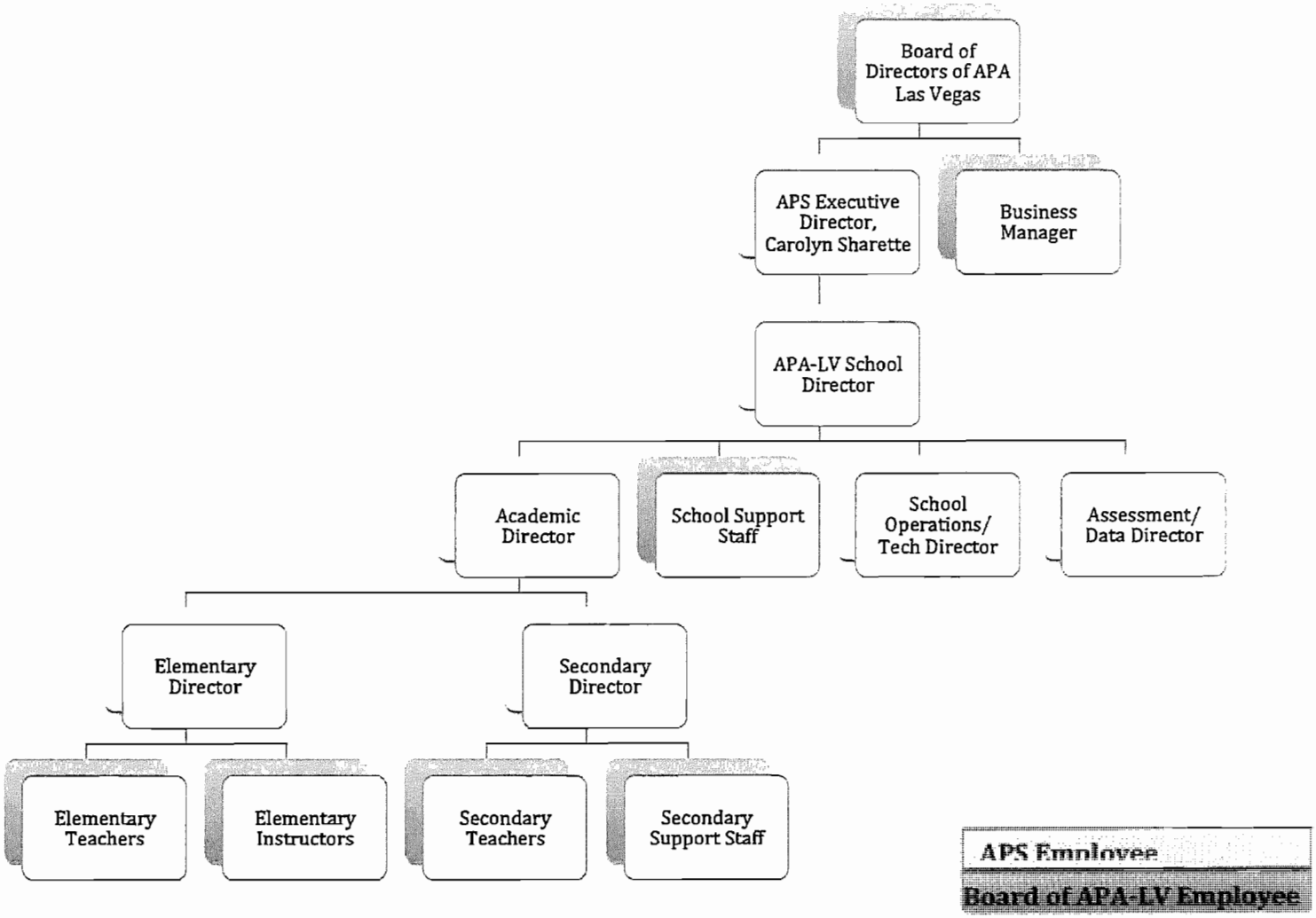
Catherine Findlay, Executive Director of Character Development

Phil Collins, Chief Financial Officer

Narrative B.3.9 Limiting Enrollment of Pupils

American Prep-LV will not limit the enrollment of pupils except with regard to building capacity. Maximum school size is established as 990 in year one and 1170 in year two.

Attachment B.3.3: Organizational Chart



Narrative B.3.1.1 EMO

(a) The committee to form the school sought an alternative education experience for their children that encompassed academic rigor and virtuous character development. They decided to form a charter school. The Committee determined that the best way to start a successful charter school would be to request assistance in administration, hiring and training from someone with a successful track record in charter school administration. They began searching for educational management providers. One of the members contacted a family member in Utah who manages award winning charter schools in the Salt Lake Valley – American Preparatory Schools (APS). Another committee member had worked on a startup charter school in Erda, UT and it was discovered that the school, Excelsior Academy, had entered into a management agreement with APS in 2010. Multiple visits were made by the Committee members to this EMO's school sites in Utah. The committee felt that this EMO, American Preparatory Schools, encompassed the philosophical attitude, academic rigor, and moral emphasis that the committee sought.

(b) The governing board will contract with the EMO to provide full-scale implementation of the American Preparatory Schools model. The EMO will provide the school leadership as employees of the EMO. The EMO will be accountable to the Governing Board for all aspects of the school's operation. The relationship will be contractual, with annual reviews of performance and annual contract review.

(c) The EMO's roles and responsibilities will be outlined in contract, and will include responsibility for the day to day operation of the school in all aspects. The Governing Board retains the hiring/firing authority over the School Director and Finance Officer. The Governing Board also retains the ultimate fiduciary responsibility for the school funds and responsibility for compliance by the school to all state laws and regulations.

(d) The school's performance expectations for the EMO include academic targets, attendance targets and parent satisfaction goals. These goals are listed in A.2.

~~(e) One of the members of the Committee to Form the School is related to the Executive Director of American Preparatory Schools. Rachelle Hulet is Carolyn Sharette's niece.~~

(a) American Preparatory Schools

(b) Executive Director: Carolyn Sharette

(c) 801-808-3933

1255 W. Crystal Ave.
West Valley City, UT
84119

(d) American Preparatory Schools is not contracted with any other Nevada schools.

(e) American Preparatory Schools (APS) has successfully opened three charter schools in the Salt Lake Valley. The first was opened in 2002 and has a waiting list of over 6,000 students. The remaining two were created in West Valley City and were meant to serve primarily at risk pupils, especially refugees. These schools have a combined wait list of about 5,000 students. The schools received the 2008 National Charter School of Excellence Award and the 2011 Charter School of the Year Award. The test scores of these schools have surpassed the goals set forth in section A.2 of this application and continue to improve. APS has also contracted with three other schools in Utah outlined in section "Narrative B.3.8" of this application.

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), ~~a Public Entity~~, and American Preparatory Schools, Inc., (APS), is entered into this XXX day of XXXXXXXX, 2012 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 ~~and has entered into a contract with the State of Nevada to establish a charter school.~~

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 ~~comprehensive whole-school~~ 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.*** ~~with and has confidence in the academic and business operations programs of APS.~~

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.***

DRAFT

APA-LV and APS enter into this Agreement to establish the obligations and responsibilities of each party with respect to implementation of the ~~comprehensive~~ academic and business operations program of APS for APA-LV.

THEREFORE

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 equal to the term of APA-LV's Charter with the Authorizer, subject to material and fee revision on or around June 30th of each year, by mutual consent.

   1.2 A 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.**

   3.1 APA-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.**

DRAFT

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.

5.1 APA-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 ~~or corporate division~~ of APA-LV and maintains an arms-length relationship with APA-LV.

~~6.2 Because APS and APA-LV hold common goals and interests insofar as academic achievement and financial performance are concerned, both parties agree that APS or APA-LV will not elect, appoint, hire or otherwise change corporate principals or Governing Board members without prior consultation with the other party, except in the case of resignation, where the parties agree to consultation with the other party prior to filling an open position.~~

6.3 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 ~~be accountable to the Governing Board for all APA-LV expenditures,~~ ***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.*** ~~will not be authorized to expend funds in excess of APA-LV's total annual budget.~~

7.2 APS will not be required nor obligated to expend its funds on goods or services for APA-LV, ~~for amounts in excess of the expense amounts set forth in APA-LV's annual budget,~~ 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 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 ~~academic~~ programs ~~(methods of delivery)~~ 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
    - 10.5.4 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, ~~Business Manager,~~ Elementary Director, Secondary Director, Assessment 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.

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 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-LV.

17.2 Manage inventory and assets.

~~17.3 As directed by the Governing Board, manage facilities expansion, design and development, including plan review and legal compliance to ensure new construction or renovation of existing facilities meet the expectations and instructional setting needs of APA-LV and APS.~~

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.

18.2 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 ~~with approved third party contractors, on behalf of~~ ***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 ~~on behalf of APA-LV~~ 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*** ~~contracting with~~ 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.

~~21.3 APS will make additions or deletions from staff (hire or terminate employees) or make minor amendments to wages and benefits as needed during the school year.~~

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.

~~21.4 APS will work to maintain APA-LV's at-will employment relationship with APA-LV's employees.~~

20.5 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 ~~corporate~~ registrations with all state and federal agencies.

22.3 Coordinate legal transactions related to business functions and prepare items for review and/or approval of the Governing Board.

22.4 Coordinate all insurance needs of APA-LV.

22 School Financing and Banking.

22.1 ~~As directed by the Governing Board, APS will coordinate the financing needs of APA-LV and coordinate with lenders to prepare documents for Governing Board signature~~. ***APS will provide support to the Business Manager, if needed, and upon request, in carrying out the financing and banking responsibilities of the school.***

~~22.2 APA-LV authorizes APS staff to open and maintain depository accounts at state approved institutions, or institutions generally accepted as depositories for public funds as determined by the Nevada State Money Management Council and state statute. APS employees: Carolyn Sharette and Phil Collins are expressly charged with fiduciary responsibilities for all school funds and are authorized as signatories on checking accounts. Except for leasehold improvement, and debt-services, where no permission is granted, said employees of APS are authorized to enter into contracts and agreements with third parties for the procurement of goods and services on behalf of APA-LV and make expenditures with APA-LV funds up to a maximum value of five-thousand dollars ($5,000) per transaction, for a term no greater than two (2) years. APS is authorized to make expenditures with APA-LV funds in excess of five thousand dollars ($5,000) for the obligations of periodic payments, specifically:~~

- ~~Lease and/or bond obligations~~
- ~~State Division of Risk Management premiums~~

- ~~Retirement plan obligations (not to exceed 9% of gross wages per employee without Governing Board approval)~~
- ~~Annual audit expenses~~
- ~~Utilities expenses~~
- ~~Payroll expenses~~

23 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.

24 Charter Movement Representation.

24.1 APS will establish and maintain key relationships with the Nevada Department of Education and the State Public Charter School Authority.

24.2 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.

24.3 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.

25 Public Relations and Communications.

25.1 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.

26 Grant Writing, State and Federal Program Funds.

26.1 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.

26.2 APS shall prepare required documents to draw upon awarded state or federal program funds and PCSP grant funds.

26.3 APS shall prepare for Governing Board signature, documents required to account for state or federal program funds and PCSP grant funds.

26.4 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.

26.5 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.

28. Obligations of APA-LV

28.1 The Governing Board shall be responsible to ensure the terms of the Charter are fulfilled.

28.2 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.

28.3 The Governing Board shall exercise good faith in evaluation and consideration of policy, rules, procedure, academic, operational, fiscal, political and other recommendations of APS.

28.4 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.

28.5 The Governing Board shall provide timely notice of all Governing Board meetings and other meetings or events required of APS by the Governing Board.

28.6 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.

~~28.7 The Governing Board shall maintain its non-profit designation by the federal government under section 501(c)3 of the Internal Revenue Service Code and act in accordance with the provisions of that section. The Governing Board shall prohibit activities that would jeopardize the corporation's non-profit status.~~

28.8 The Governing Board shall remain current with all ~~corporate~~ filings for federal, state and local governments.

28.9 The Governing Board shall ensure timely approval, signature and transmittal of expenditures ~~not delegated to APS~~ under the terms of this Agreement.

29. Representations, Warranties and Covenants of APS.

29.1 APS is a duly organized corporation in good standing and is legally authorized to conduct business in the State of Nevada.

29.2 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.

29.3 APS warrants that the services it provides will be performed by adequately trained persons in a professional and workmanlike manner.

29.4 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.

30. Representations, Warranties and Covenants of APA-LV.

30.1 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.

DRAFT

30.2 By unanimous affirming vote of the Governing Board, APA-LV approves of the Comprehensive Academic Program and ~~Business~~ Operations Services of APS and is authorized to contract with APS and will fulfill its obligations and execute the terms of this Agreement.

30.3 In the event of ~~corporate or~~ 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.

30.4 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.

31. Dispute Resolution.

31.1 Remedies.

31.1.1 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.

31.1.2 Alternative Dispute Resolution.

31.1.2.1 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.

32. Compensation.

32.1 In exchange for the services outlined in this Agreement, APA-LV agrees to compensate APS ~~$986~~ ***$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.

33 Additional Services.

33.1 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.

DRAFT

34 No Third-Party Beneficiary Rights.

34.1 This Agreement provides no rights to a third party beneficiary, whether a constituent of APA-LV or otherwise.

35 Entire Agreement.

35.1 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.

35.2 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.

36 Waiver.

36.1 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.

37 Severability.

37.1 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.

37.2 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.

38 Force Majeure.

38.1 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.

39 Governing Law.

39.1 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.

40 Successors and Assignment.

40.1 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.

40.2 APS may delegate the performance of, but not the responsibility for, specific

DRAFT

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.

40.3 This Agreement shall be binding upon and inure to the benefit of the parties heretoand their respective successors, heirs, executors, administrators, representatives and assigns as allowed by the terms of this Agreement.

41 Indemnification.

41.1 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.

41.2 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.

41.3 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.

41.4 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.

42 Survival of Termination.

42.1 All representation, warranty and indemnification provisions of the Agreement shall survive the termination of the Agreement.

43 Insurance.

43.1 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

DRAFT

participates, including automobile liability protection, treasurer's bond and other such insurance and protection.

43.2 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.

43.3 APA-LV and APS shall maintain Workman's Compensation insurance.

43.4 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.

44. Conflicts of Interest

44.1 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.

45. Official Notice.

45.1 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:

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:	Governing Board Chair
Location to Be Determined		Sample Address
Clark County, Nevada		

46. Provision Headings and Numbering.

46.1 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.

DRAFT

This Agreement between the parties was approved in a public meeting held by the Governing Board of American Preparatory Academy – Las Vegas on _____, during which the 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): _____

American Preparatory Schools, Inc.

By: _____

Authorized Representative

Name (print): _____

DRAFT

Not Applicable

Narrative B.4.1 Staffing Plan

Staffing Plan – American Prep-LV will be staffed with licensed and qualified teachers and staff who will ensure the educational success of the students. The school will open as a K-9 charter, featuring three classes per grades K-6. Thus, American Prep-LV will need 21 teachers who qualify to teach Elementary School under Nevada State Law and 21 (or 52 part time) teaching assistants called instructors. Grades 7 through 9 will constitute the Junior High and classes will be organized by subject. We will enroll 168 students in 7th grade, 84 students in 8th grade, and 84 students in 9th grade the first year, or some combination of those numbers and grades according to the students we attract to our enrollment. The following 12 teachers will be hired for the Junior High the first year: 3 Math, 3 English, 2 Latin, 2 Science, 1 Art, 1 Choir, 1 Band/Orchestra, 2 Health/PE, 2 History/***Social Studies***. All teachers will qualify to teach ~~Jr. High~~ ***secondary school*** under Nevada state law. ***ESL qualified teachers will be hired as needed depending upon the school's demographic makeup.***

These initial 38 teachers will be found primarily through online advertising and through hiring events. By using Teachers-Teachers.com and local job posting sites, we will be able to advertise for these positions and attract many applicants due to the large amount of openings. American Prep-LV will also attend teacher hiring events at colleges and universities to recruit teachers during the life of the charter. Additional teachers and instructors will be hired if our student numbers increase in following years. Also, the number of students in each grade may vary, mostly in Junior High, and depending on demand. Having sufficient numbers and high quality teachers and instructors support sound operation of our school and will ensure maximum academic progress for our students in fulfillment of our mission.

Narrative B.4.2 Employment Contracts

The Governing Board will delegate by contract the hiring and contracting functions to the School Director (SD) and Business Manager (BM). The Governing Board will approve all school Policies and Procedures, including those pertaining to recruitment, hiring and contracts. Except as otherwise required by NRS 386.595, the SD and BM will post job openings and job descriptions on employment websites. Applicants will submit employment applications and they will be reviewed by HR personnel according to

school policy. Interviews will be conducted by the Hiring Committee. Offers for employment will be extended by the School Director, Business Manager or their designee. The process by which the Governing Board will negotiate employment contracts with employees is through the SD's and BM's implementation of the school's policies and procedures.

Narrative B.4.3 Qualifications of Teachers

Qualifications / Requirements of persons who will provide instruction:

- BA, BS degree if required by law for position
- Appropriate teacher certification (Nevada certification or eligible to participate in state approved alternative certification program) as required by law for position
- Willingness to be trained in Direct Instruction teaching techniques
- Criminal background check and fingerprinting and Sex offender / Child Abuse Registry Check
- Teacher must be in good physical condition, able to maintain an active, highly mobile level of interaction for a continuous eight-hour period of time with or without accommodations.

The Teacher at American Prep reports to the Director and is responsible for the instruction and assessment of a class of students and for coordinating and conducting all activities in relation to student learning and accomplishing the mission of American Prep.

The Teacher responsibilities and requirements include:

1. ***Educational***
    a. ***Commits to delivering the American Prep curriculum to all students equitably.***
    b. ***Adheres to the American Prep Staff Manual.***
    c. ***Follows the 180 day plan for their grade level or subject area, and updates the plan annually to allow for data-driven improvements.***
    d. ***Communicates knowledge to students in an interesting, stimulating, and effective manner.***
    e. ***Assesses student achievement and develops plans to ensure student progress based on assessment data.***
    f. ***Develops and maintains a stimulating and nurturing environment that meets student's individual and the class needs.***

g. *Works with team partners or others as appropriate to develop curriculum that aligns with the American Prep standards and the school's charter.*

h. *Uses Direct Instruction approaches where required or recommended.*

i. *Supports standards-based instructional approaches that ensure the continuous progress of students desiring more challenge, including but not limited to high-ability and high-performance learners.*

j. *Participates in team meetings and offers professional guidance and input*

k. *Engages in professional communication that meets American Prep's communication policy.*

l. *Utilizes data gathering and submits required reports in a timely manner.*

m. *Demonstrates an understanding of the Trivium and provides instruction appropriate to the phase of learning students are in. Implements curriculum and instruction in a manner consistent with this understanding.*

n. *Shows empathy for and understanding of students..*

o. *Prepare students adequately for all required assessments*

p. *Develops with parents and students a cooperative partnership based on mutual respect and objectivity. Facilitates resolution of problems that may arise with students and parents.*

q. *Holds parent/student/teacher conferences as outlined in the staff manual.*

r. *Works effectively with parent volunteers.*

2. *Professional Development*

a. *Models and promotes positive interpersonal communication and problem-solving skills as outlined in American Prep's communication policy.*

b. *Assumes responsibility for his/her professional growth which may include but not be limited to conferences, meetings, observation and in-service training driven by student needs and school objectives.*

c. *Works as a team member, sharing common planning, professional development, curriculum design, educational experience and training.*

3. *Leadership*

   a. *Acts as a role model and resource for students and other staff members*

   b. *Demonstrates and encourage creativity and excellence*

   c. *Is willing to assume responsibilities outside of the classroom in order to achieve the needs of a small but growing school with limited resources*

   d. *Performs other duties, as deemed appropriate, by the Director*

Narrative B.4.4 Evaluation Procedures for Teachers

American Preparatory Academy is an open coaching school. Professional teaching coaches will use standardized forms to help guide the direction and progress of each person who teaches at the school. This is a formative development program. The Academic Director of the school tracks the progress of each teacher and determines the schedule of the visits for the coaches. Probationary teachers will receive coaching and a written evaluation as required by law, 3 times in the school year. (NRS 391.3125)

Each year all teachers will have a summative evaluation administered by the Academic Director and/or the Jr. High and Elementary Director. The evaluating team will meet with each teacher individually following the assessments and review the data within 15 days of the evaluation. The evaluator will observe the teacher for at least 60 minutes (NRS 391.3125). ~~A copy of a sample teacher evaluation is found in Appendix B.4.4.1.~~

Narrative B.4.5 School Administrator

Administrator is unknown.

Narrative B.4.6 Position Description for School Administrator

The School Director (SD) has ultimate accountability for all aspects of the school's operations. The SD oversees all administrative aspects of school operations. Major job duties include supervision of school support staff (secretarial), establishment of policies and procedures relating to non-academic areas such as enrollment, registration, attendance, carpool, weekly communication with parents, state reporting, nutrition programs, calendar development, and implementation of administrative policies and procedures.

Academic duties include oversight of the Academic Director. The Business Manager reports to the SD. The SD reports directly to the Executive Director of American Preparatory Schools, but employment is governed (hiring and firing) by the American Prep-LV Governing Board (NAC 386.403).

Narrative B.4.7 Recruitment Plan for Administrators

At the inception of the charter school, administrators will be found amongst teachers and administrators with extensive experience in the programs to be provided at the school, methodology of teaching, and are philosophically aligned with the mission of the school. Advertising for such candidates will be done via established networks of APS, on recruiting websites and other established means. Candidates will be sought via referral by experienced charter school professionals. Because the purpose of charter schools is to provide effective methods of education, when vacancies occur in administrative positions, we look to promote qualified teachers who can step into such positions.

Narrative B.4.8 Recruitment Plan for Instructional Staff

Hiring process for teachers: At the request of the School Director, the employee in charge of hiring will post the open position on the Teachers-Teachers website, the school website and any other places deemed appropriate. The School Director will provide the job description and qualifications. Resumes will be reviewed by appropriate staff. The following steps ideally will follow:

1. Qualified candidates will be invited in for a screening interview and told to bring in a completed job application and teaching philosophy survey to the interview.
2. Candidates will be given a school tour and an opportunity to observe instruction.
3. Screening interview and review of application.
4. If they qualify at this point, candidates will be invited to participate in additional observation and also do a demonstration teaching.
5. The demo teaching will be observed by school administrative staff.
6. The hiring committee will consider all information gathered and make decisions regarding who to offer employment to.
7. The HR department will check references and extend written offers of employment.

8. The HR department will confirm licensing when applicable.

For all other positions, the School Director will provide a job description and qualifications to an assigned employee to be posted on job searching websites. The above process will be followed in regards to the school tour and screening interview. It is crucial to the success of APA that all employees philosophically align with the mission of APA. A second interview will be scheduled with the appropriate administrator if a candidate is deemed qualified. The Hiring Committee will make final decisions in regard to hiring or delegate those decisions when appropriate.

Narrative B.4.9 Staff Information

At the time of application, we do not have any specific information about licensed and non-licensed staff members.

Narrative C.1.4 Nevada Chart of Accounts Assurance

Assurance: American Prep-LV will use the Nevada Chart of Accounts

Narrative C.1.6 Cash Flow Contingency Plan

American Prep-LV's contingency plan for cash flow challenges is two fold: maximize income and reduce expenses. Assuring healthy enrollment is paramount. Our robust outreach and recruitment plans will ensure maximum revenues as we hit our enrollment targets. All American Prep schools have been at full capacity in each year of their operation, with lengthy waitlists. Over 11,000 students are on waitlists in Utah for American Prep schools. If there were a case where cash flow challenges occurred, there is flexibility in our model where the instructors (paraprofessionals)' hours can be reduced as needed to assist in relieving cash flow. This is not ideal, however, our academic program can be run without 52 paraprofessionals and we would reduce that number if necessary to provide for healthy cash flow.

Contingency Examples:

Given a 10% drop in budgeted enrollment and revenue (about $570,000):

- ***3 classrooms would be eliminated, along with expenses required serve 92 students:***
  - ***3 teachers' wages and benefits = $181,000***
  - ***Licensed Special Education Employee's wages and benefits = $40,000***
  - ***EMO fee for 92 students = $86,500***
  - ***Curriculum, supplies and workbooks = $27,000***
  - ***Nevada Charter Fees and SAIN = $9,500***
- ***Our Year One budgeted cash increase of $156,000 would buffer us from having to cut too much into our paraprofessional staff.***
- ***Leaving $70,000 that would need to be cut from the paraprofessional program, which would be a 23% cut in the program. Some paraprofessionals would likely drop their classroom assistance responsibilities and focus on groups instruction.***
- ***Such a drop in revenue would obviously inhibit our ability to get the results we desire; however, it would not keep us from teaching our students effectively. Our model asks for assistance***

from paraprofessionals because we demand a high level of energy, but we do not require paraprofessionals.

Given a 20% drop in budgeted enrollment and revenue (about $1,140,000):

- *6 classrooms would need to be eliminated, as well as expenses required to serve 185 students:*
- *6 classrooms would be 2 whole grades. Along with staff, supplies and surplus cash, the entire paraprofessional program would need to be cut; however, we would still be able to teach the students we have using the normal classroom structure of one teacher per class.*

Anything more than a 20% decrease in projected revenues would become difficult to manage; however, in a situation like that, we would entertain the possibility of dropping our secondary program and focusing on K-6 and we would evaluate our facility options.

Attachment C.1.1 Two Year Budget

American Preparatory Academy - Las Vegas

Yellow cells are variable. Only change this tab ... the rest of the workbook should update.

Income	Year 1	Year 2	Notes
Distributive School Account (DSA)	$ 5,590,621.60	$ 6,645,693.60	See student counts below
Special Ed part B	$ 121,968.00	$ 134,318.00	appx 150k, received in Jan/Feb, based on IEP count, cannot be relied upon in application budget
Federal CSP	$ -	$ -	appx 150k, apply directly with the US dept of ed (http://www2.ed.gov/programs/charterindex.html), cannot be relied upon in application budget
Nevada Special Ed Unit Funding	$ -	$ -	unit funding is rare for Nevada charter schools, there is a slim chance of receiving one unit worth $40k starting in year 2
Total	$ 5,712,589.60	$ 6,780,009.60	

DSA Per Pupil $ Amount	6278

add business manager special ed
45000 $ 32,000.00

Expenses		
Staff Expenses		
Teaching Staff	$ 1,634,000.00	$ 1,931,090.91
Paraprofessional Staff	$ 268,756.00	$ 317,507.00
Administration Staff (EMO Fee)	$ 864,864.00	$ 1,022,112.00
Other Wages	$ 403,000.00	$ 476,272.73
Subs	$ 25,000.00	$ 29,545.45
Merit Pay / Bonus	$ -	$ 150,000.00
Benefits	$ 814,827.74	$ 962,978.24
HR Expense	$ 45,000.00	$ 53,181.82
Total	$ 4,055,427.74	$ 4,942,778.24
Curriculum and Supplies		
Curriculum	$ 225,000.00	$ 150,000.00 On pre-opening budget
Classroom Supplies	$ 50,000.00	$ 59,090.91
Pre-opening Supplies	$ 2,000.00	On pre-opening budget
Admin and Custodial Supplies	$ 30,000.00	$ 35,454.55
Total	$ 307,000.00	$ 244,545.45
Purchased Services and Fees		
1.5% Fee to SPCSA	$ 85,691.84	$ 101,700.14 required administration fee for charters in Las Vegas
Dues, Fees, Subscriptions and Teacher Development	$ 40,000.00	$ 47,272.73 training, licensure, seminars, sports, etc ...
5% interest on 1 year note from APS for pre-opening curriculum	$ 8,276.65	
Insurance	$ 30,713.64	$ 35,016.12
Legal and Accounting	$ 40,000.00	$ 40,000.00
SAIN/Powerschool	$ 7,392.00	$ 8,738.00 required by Nevada, $8/student when purchased through Nevada Office of Education
Copy Maintenance	$ 6,000.00	$ 7,090.91
Building Maintenance	$ 12,000.00	$ 14,181.82
Recruiting Expenses	$ 3,000.00	On pre-opening budget
Total	$ 231,074.13	$ 253,997.72
Building		
Lease	$ 865,000.00	$ 985,000.00
Utilities	$ 78,000.00	$ 92,181.82
Total	$ 943,000.00	$ 977,181.82
Fund Balances		
3% contingency fund	$ -	$ -
Total Expenses	$ 5,536,501.89	$ 6,418,503.23
Total Income/Loss	$ 156,297.72	$ 361,506.37

116% Increase Ratio

# of teachers	average annual wage	Wage Expense	Benefits Expense
38	$ 43,000.00	$ 1,634,000.00	$ 865,038.00

# of instructors	average annual wage	Wage Expense	Benefits Expense
52	$ 5,169.00	$ 268,738.00	$ 31,207.74

# of other full time	average annual wage	Wage Expense	Benefits Expense
13	$ 31,000.00	$ 403,000.00	$ 118,482.00

Teachers	Instructors	Other Full Time
37%	50.485%	12%

Utilities		
Utility	Annual	Monthly
Water/Sewer	$ 4,500.00	$ 375.00
Garbage	$ 4,500.00	$ 375.00
Phone	$ 4,500.00	$ 375.00
Internet	$ 4,500.00	$ 375.00
Gas	$ 30,000.00	$ 2,500.00
Electricity	$ 30,000.00	$ 2,500.00
Total	$ 78,000.00	$ 6,500.00

Teachers	Instructors	Other Full Time	Other Full Time Employee Code	Percentage (don't erase!)	
k	k	janitor	2600	14.75%	
k	k	secretary	2400	29.50%	
k		secretary	2400	29.50%	
1	1	other	2400	29.50%	
1	1	jr high secretary	2400	29.50%	
1	1	librarian	2200	7.38%	
2	2			0.00%	
2	2	eps/tech	2000	14.75%	
3	2	Special Ed Director	2100	36.88%	
3	3	icial Ed Licenced Emplo	2100	36.88%	
3	3	icial Ed Licenced Emplo	2100	36.88%	
3	3	icial Ed Licenced Emplo	2100	36.88%	
		Special Ed Licenced Emplo	2100	36.88%	
4	4	Business Manager	2500	11.50%	45k
4	4				
4	4				
5	5				
5	5				
5	5				
6	6				
6	6				
6	6				
choir	groups				
orchestra	groups				
art	groups				
3 english	groups				
2 latin	groups				
2 history	groups				
3 math					
2 science					
2 gym					

Benefits Breakdown	Teachers	Instructors	Other Full Time
NV SUI	3.00%	3.00%	3.00%
FICA	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
Workers Compensation	1.00%	1.00%	1.00%
Health Insurance	11.50%	0.00%	11.50%
Life Insurance	0.25%	0.00%	0.25%
Dental	0.25%	0.00%	0.25%
Other Benefits	0.25%	0.00%	0.25%
Retirement	22%	0%	5.50%
Total	40.70%	11.65%	29.40%

Year 1 Student Count				
GRADE	# of Students	Number of Classes	Students Per Class	# of WPU
Kindergarten	84	3	28	50.4
1	84	3	28	84
2	84	3	28	84
3	84	3	28	84
4	84	3	28	84
5	84	3	28	84
6	84	3	28	84
7	168	6	28	168
8	84	3	28	84
9	84	3	28	84
Total	924	33	28	850.4

Year 2 Student Count				
GRADE	# of Students	Number of Classes	Students Per Class	# of WPU
Kindergarten	84	3	28	50.4
1	84	3	28	84
2	84	3	28	84
3	84	3	28	84
4	84	3	28	84
5	84	3	28	84
6	84	3	28	84
7	168	6	28	168
8	168	6	28	168
9	84	3	28	84
10	84	3	28	84
Total	1092	39	28	1058.4

Insurance Quote	Year 1	Year 2
General Liability ($1,000,000) rate per student at $25.61	$ 23,663.64	$ 27,966.12
Umbrella/Excess – ($3,000,000)	$ 2,550.00	$ 2,550.00
Educator's Professional Liability	$ 2,750.00	$ 2,750.00
Employment Practices Liability and Directors & Officers Coverage	$ 1,750.00	$ 1,750.00
Total Annual	$ 30,713.64	$ 35,016.12

Attachment C.1.2 Budget Narrative FY2014

CHARTER SCHOOL NAME: American Preparatory Academy
PROGRAM OR FUNCTION: _____ FISCAL YEAR: 2013-2014

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				$0.00
	Teacher	1	38	$43,000.00	$1,634,000.00
	Instructor (Paraprofessional)	0.48	52	$5,168.00	$268,736.00
	Secretary/Janitor/Other (Business Manager @ $45k)	1	13	$31,000.00	$403,000.00
	Substitutes		1	$25,000.00	$25,000.00
					$0.00
					$0.00
	NARRATIVE Our model incorporates the use of a Teacher's Aide (Instructor) in every K-6 classroom. Teacher's Aides are not full time employees. All director level personnel are provided by the EMO. The school plans on hiring an Assessment Director as well as a Special Education Director.				
				TOTAL	$2,330,736.00
200	BENEFITS				$0.00
	Teacher	1	38	$ 17,501.00	$665,038.00
	Instructor (Paraprofessional)	0.85	52	$ 602.07	$31,307.74
	Secretary/Janitor/Central/Other	1	13	$9,114.00	$118,482.00
					$0.00
					$0.00
					$0.00
					$0.00
	NARRATIVE State Unemployment = 3%; Social Security = 6.2% (teachers are not charged due to the requirements regarding their retirement fund); Medicare =				

	1.45%; Workers Comp = 1%; Health Insurance = 11.5% and it is extended to our instructors because they will work more than 19.5 hours/week; Life, Dental and Other (Vision) Insurance are all = 0.25%; Retirement for				
				TOTAL	$814,827.74
300					
	HR Expense				$45,000.00
	EMO Fee			$986/student	$864,864.00
	Legal & Accounting				$40,000.00
	2% fee from Nevada Office of Education				$85,691.84
	5% interest on 1 year note from APS for pre-opening curriculum				$6,276.65
	NARRATIVE The EMO fee covers the salaries of director level staff as well as teacher coaches, training, administrative assistance and establishment of policy and model. Other costs are estimated from the EMO's experience in Utah.				
				Total	$1,041,832.49
400					$0.00
	Utilities				$78,000.00
					$0.00
					$0.00
					$0.00
					$0.00
	NARRATIVE Utilities include water, sewage, gas, electricity, phone, garbage and internet.				

Attachment C.1.2 Budget Narrative FY2014

				TOTAL	$78,000.00
500	OTHER PURCHASED SERVICES				$0.00
	SAIN/Powerschool			$8/student	$7,392.00
	Dues, Fees, Subscriptions and Teacher Development				$40,000.00
	Copy Maintanance				$6,000.00
	Building Maintenance				$12,000.00
	Insurance				$30,713.64
	NARRATIVE Insurance is from professional quote. SAIN/Powerschool is offered by the Nevada Charter Association at a discounted rate of $8/student. Dues, fees, subscriptions include field trip costs.				
				TOTAL	$96,105.64
600	SUPPLIES				$0.00
	Curriculum				$225,000.00
	Classroom Supplies				$50,000.00
	Admin and Custodial Supplies				$30,000.00
	Recruitment				$3,000.00
	Pre-Opening Supplies				$2,000.00
					$0.00
					$0.00
					$0.00
	NARRATIVE Curriculum is not purchased new--when possible we purchased used curriculum from places like amazon.com. Paper is one of the largest supply expenses, followed by cleaning supplies and organizational supplies. Classroom supplies also cover in-class incentives. Each teacher gets $250/year and each instructor gets $50/year as a classroom budget.				
				TOTAL	$310,000.00
800					$0.00

	Lease Payments				$0.00
					$885,000.00
					$0.00
					$0.00
					$0.00
	NARRATIVE Professional build/lease specs sought by EMO				
				TOTAL	$885,000.00
Subtotal Objects 100-600 & 800					$5,556,501.88
Approved Indirect Cost Rate:		0.00%		X Subtotal	$0.00
700	EQUIPMENT				$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
	NARRATIVE All equipment for the first year is included in Lease Payments				

		TOTAL	$0.00
GRAND TOTAL			$5,556,501.88

Posted 8/26/2009

Attachment C.1.2 Budget Supplementary Schedules FY 2014

Form 1

KEITH W RHEAULT
uperintendent of Public Instruction

GLORIA P. DOPF
Deputy Superintendent
tructional, Research and Evaluative Services

JAMES R. WELLS
Deputy Superintendent
dministrative and Fiscal Services

STATE OF NEVADA

SOUTHERN NEVADA OFFICE
1820 E. Sahara, Suite 205
Las Vegas, Nevada 89104-3746
(702-486-6455
Fax: (702)486-6450

MOODY STREET OFFICE
1749 Moody Street, Suite 40
Carson City, Nevada 89706-2543

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101

Charter School Budget

American Preparatory Academy herewith submits the (TE TENTATIVE or FINAL or AMENDED FINAL
budget for the fiscal year ending June 30, 2014

This budget contains 2 governmental fund types with estimated expenditures of $ 5,556,502 and
0 proprietary funds with estimated expenses of $ 0 .

Per NAC 387.370:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

I, Phil Collin
(Printed Name)
Business Manager
(Title)
certify that all applicable funds and financial operations of this Local Government are listed herein

Signed Phil Collins

Dated: 12/5/12

APPROVED BY THE GOVERNING BOARD

SCHEDULED PUBLIC HEARING:

Date and Time: _____ Publication Date _____

Place: _____

1/25/12

Attachment C.1.2 Budget Supplementary Schedules

Form 2

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

			WEIGHTED ACTUAL YEAR ENDING 06/30/11		WEIGHTED ACTUAL YEAR ENDING 06/30/13		WEIGHTED ESTIMATED YEAR ENDING 06/30/14
1.	Pre-kindergarten (NRS 388.490)	x .6 =	0.0	x .6 =	0.0	0 x .6 =	0.0
2.	Kindergarten	x .6 =	0.0	x .6 =	0.0	84 x .6 =	50.4
3.	Elementary						504
4.	Secondary						336
5.	Ungraded						
6.	Subtotal		0.0		0.0		890.4
7.	Students transported into Nevada from out-of-state						
8.	Students transported to another state						
9.	Total WEIGHTED enrollment		0.0		0.0		890.4
10.	Hold Harmless						

11. Basic support per pupil amount, Year Ending 06/30/14 — 5,249

Use rates below:

Fill in information for each district: School District	2013-2014 Rate revised 3/31/10	WEIGHTED 2013-2014 Enrollment	Subtotal	Reference amounts for #12 Estimate: "Outside Revenue"
Carson City	$ 6,100	0.0	$0	$ 1,110
Churchill	$ 6,089	0.0	$0	$ 1,070
Clark	$ 5,249	890.4	$4,673,710	$ 1,030
Douglas	$ 5,313	0.0	$0	$ 2,371
Elko	$ 6,412	0.0	$0	$ 1,059
Esmeralda	$ 18,393	0.0	$0	$ 6,421
Eureka	$ 100	0.0	$0	$ 42,104
Humboldt	$ 5,841	0.0	$0	$ 1,706
Lander	$ 100	0.0	$0	$ 9,861
Lincoln	$ 9,980	0.0	$0	$ 1,217
Lyon	$ 6,715	0.0	$0	$ 918
Mineral	$ 8,591	0.0	$0	$ 1,458
Nye	$ 6,692	0.0	$0	$ 1,290
Pershing	$ 9,086	0.0	$0	$ 1,844
Storey	$ 6,975	0.0	$0	$ 6,459
Washoe	$ 5,310	0.0	$0	$ 1,150
White Pine	$ 6,646	0.0	$0	$ 1,824
Multidistict		890.4	$4,673,710	

Use rate: 5,249

12. Estimated "Outside Revenue" (Supplemental Support) per pupil — $ 1,030
This is the per pupil share of local taxes, etc, from the district.

	Total Weighted-#9	Hold Harmless-#10
13. Total basic support for enrollee including outside revenue	$ 5,590,821.60	$ -

14. Estimated number of special education program units _____ (Should be 0 or 1 maximum - see prior year allotment)
X 39,768 amount per unit — $0

	Total Weighted	Hold Harmless
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)	$ 5,590,821.60	$ -

Fiscal Year 2013-2014 Charter School American Preparatory Academy

Attachment C.1.2 Budget Supplementary Schedules

Form 3

Form 3 American Preparatory Academy REVENUE		(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) FINAL APPROVED	(4) AMENDED FINAL APPROVED
1000	**LOCAL SOURCES**					
1100	Taxes					
1110	Ad Valorem Taxes					
1111	Net Proceed of Mines					
1120	Sales & Use/School Support Taxes					
1140	Penalties & Interest on Tax					
1150	Residential Construction Tax					
1190	Other					
1200	Revenue from Local Govmt Units other than School Districts					
1300	Tuition					
1310	Tuition from Individuals					
1320	Tuition-other Govt sources within State					
1330	Tuition-other Govt sources out of State					
1400	Transportation Fees					
1410	Trans Fees from Individuals					
1420	Trans Fees - other Govt within State					
1430	Trans Fees - other Govt out of State					
1440	Trans Fees - Other Private Sources					
1500	Investment Income					
1600	Food Services					
1610	Daily Sales - Reimbursable Program					
1620	Daily Sales - Non-Reimbursable Progrm					
1630	Special Functions					
1650	Daily Sales - Summer Food Program					
1700	Direct Activities					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rent					
1920	Donations					
1930	Gains/Loss on Sales of Capital Assets					
1940	Textbook Sales & Rentals					
1950	Misc Revenues from Other Districts					
1960	Misc Revenues from Other Local Govt					
1970	Operating Revenues					
1980	Refund of Prior Year's Expenditures					
1990	Miscellaneous - local sources					
TOTAL LOCAL SOURCES		0	0	0	0	0
3000	**REVENUE FROM STATE SOURCES**					
3100	Unrestricted Grants-in-Aid					
3110	Distributive School Account (DSA)			5,590,822		
3115	Special Ed portion of DSA			121,968		
3200	State Govt Restricted Funding					
3210	Special Transportation					
3220	Adult High School Diploma Program Fnd					
3230	Class Size Reduction					
3800	Revenue in Lieu of Taxes					
3900	Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES		0	0	5,712,790	0	0

American Preparatory Academy

Budget Fiscal Year 2013-2014

Form 3 Revenues

Page 1 of 2

1/25/12

REVENUE		(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(4) AMENDED FINAL APPROVED
4000	**FEDERAL SOURCES**					
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103	E-Rate Funds					

4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300	Restricted Grants-in-Aid Direct - Fed					
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800	Revenue in Lieu of Taxes					
4900	Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES		0	0	0	0	0
	OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(4) AMENDED FINAL APPROVED
5000	OTHER FINANCING SOURCES					
5100	Issuance of Bonds					
5110	Bond Principal					
5120	Premium of Discount on the Issuance of Bonds					
5200	Fund Transfers In					
5300	Proceeds from the Disposal of Real or Personal Property					
5400	Loan Proceeds					
5500	Capital Lease Proceeds					
5600	Other Long-Term Debt Proceeds					
6000	Other Items					
6100	Capital Contributions					
6200	Amortization of Premium on Issuance of Bonds					
6300	Special Items					
6400	Extraordinary Items					
TOTAL OTHER SOURCES		0	0	0	0	0
8000 OPENING FUND BALANCE						
	Reserved Opening Balance					
	Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE		0	0	0	0	0
	Prior Period Adjustments					
	Residual Equity Transfers					
TOTAL ALL RESOURCES		0	0	5,712,790	0	0

American Preparatory Academy Form 4 PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			1,927,736		
200 Benefits			696,346		
300/400/500 Purchased Services			86,712		
600 Supplies			43,689		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries			254,394		
200 Benefits			74,792		
300/400/500 Purchased Services			1,959,055		
600 Supplies			79,955		
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	5,122,679	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2013-2014

Form 4 Expenditures

1/25/12

American Preparatory Academy PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
200 SPECIAL PROGRAMS					

1000 Instruction					
100 Salaries			148,606		
200 Benefits			43,690		
300/400/500 Purchased Services			2,094		
600 Supplies			3,155		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	0	197,546	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2013-2014

Form 4 Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					

300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2013-2014

Form 4 Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					

700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2013-2014

Form 4 Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other Inst Pr	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					

700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2013-2014

Form 4 Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					

2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2013-2014

Form 4 Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2013-2014

Form 4 Expenditures

1/25/12

	(1)	(2)	(3)	(4)	(5)

PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	FINAL APPROVED	FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2600 SUBTOTAL	0	0	0	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	**0**	**0**	**0**	**0**	**0**
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2013-2014

Form 4 Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					

100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2013-2014

Form 4 Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	**0**	**0**	**0**	**0**	**0**
5000 Debt Service			236,277		
000 TOTAL UNDISTRIBUTED EXPENDITURES	0	0	236,277	0	0
TOTAL ALL EXPENDITURES	**0**	**0**	**5,556,502**	**0**	**0**
6300 **Contingency** (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					

Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	0	5,556,502	0	0

CHECKS: Contingency cannot exceed:	XXXXXXXX	0	166,695	0	0
Calculated Total Ending Fund Balance:	0	0	156,288	0	0

American Preparatory Academy

Budget Fiscal Year 2013-2014

Form 4 Expenditures

1/25/12

Attachment C.1.2 Budget Supplementary Schedules

Form 5

TENTATIVE BUDGET 2013-2014	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE-MENTS
PROGRAM EXPENDITURES				
100 Regular	2,182,130	771,138	2,169,412	5,122,679
200 Special	148,606	43,690	5,250	197,546
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	2,330,736	814,828	2,174,661	5,320,225
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			236,277	236,277
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	236,277	236,277
TOTAL ALL FUNDS TENTATIVE	2,330,736	814,828	2,410,938	5,556,502

FINAL BUDGET 2013-2014	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE-MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

Form 5 Exp Summary

6/21/12

FINAL BUDGET - AMENDED	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE-MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2012-2013

6/21/12

Attachment C.1.2 Budget Supplementary Schedules

Form 6

PROPRIETARY OR ENTERPRISE FUND

American Preparatory Academy

Fund: REVENUE		(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) FINAL APPROVED
1000	**LOCAL SOURCES**				
1300	Tuition				
1400	Transportation Fees				
1500	Investment Income				
1600	Food Services				
1700	Direct Activities				
1800	Community Service Activities				
1900	Other Revenues				
TOTAL LOCAL SOURCES		0	0	0	0
3000	**REVENUE FROM STATE SOURCES**				
3100	Unrestricted Grants-in-Aid				
3200	State Govt Restricted Funding				
TOTAL STATE SOURCES		0	0	0	0
4000	**FEDERAL SOURCES**				
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
TOTAL FEDERAL SOURCES		0	0	0	0
5000	**OTHER FINANCING SOURCES**				
5200	Fund Transfers In				
5300	Proceeds from the Disposal of Real or Personal Property				
5400	Loan Proceeds				
5500	Capital Lease Proceeds				
5600	Other Long-Term Debt Proceeds				
6000	**Other Items**				
TOTAL OTHER SOURCES		0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE		0	0	0	0
TOTAL ALL RESOURCES		0	0	0	0

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

Attachment C.1.2 Budget Supplementary Schedules

Form 6

FUNCTION / OBJECT	YEAR ENDING 06/30/08	YEAR ENDING 06/30/09	TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

Attachment C.1.2 Budget Supplementary Schedules

Form 7

American Preparatory Academy

ALL EXISTING OR PROPOSED

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

(1) NAME OF LOAN **List and Subtotal By Fund**	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/13	(9) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/14 INTEREST PAYABLE	(10) PRINCIPAL PAYABLE	(11) (9) + (10) 6/30/14 TOTAL
FUND:										
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
TOTAL ALL DEBT SERVICE			**$0**				**$0**	**$0**	**$0**	**$0**

Attachment C.1.2 Budget Supplementary Schedules

American Preparatory Academy

REPORT FOR ALL FUNDS	2013-2014	FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
REVENUES	Revenue CODES	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD
Nevada Individuals	1310/1410				
Nevada School Districts	1321/1421				
Out-of-state Individuals	1310/1410				
Out-of-State School Districts	1331/1431				
		$0	$0	$0	$0

		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
EXPENDITURES	Object Codes	561	511	562	512
100 - Regular Programs					
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
TOTALS		$0	$0	$0	$0

Attachment C.1.2 Budget Supplementary Schedules

Form 9

American Preparatory Academy

FUND TRANSFERS 2013-2014	TRANSFERS IN			TRANSFERS OUT	
(1) FUND TYPE	(2) FROM FUND	(3) AMOUNT		(4) TO FUND	(5) AMOUNT
GENERAL FUND					
SUBTOTAL	0	0		0	0
SPECIAL REVENUE FUNDS					
SUBTOTAL	0	0		0	0
TOTAL TRANSFERS	0	0		0	0

LOBBY EXPENSES 2013-2014

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity: _____

2. Funding Source: _____

3. Transportation $ _____

4. Lodging and meals $ _____

5. Salaries and Wages $ _____

6. Compensation to lobbyists $ _____

7. Entertainment $ _____

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

Total $ -

Entity: _____

Lobbying Expense Estimate,

American Preparatory Academy

Budget Fiscal Year 2013-2014

American Preparatory Academy

CASH FLOW STATEMENT

2013-2014	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct	$ 1,397,705.40	$ -	$ -	$ 1,397,705.40	$ -	$ -	$ 1,397,705.40	$ -	$ -	$ 1,397,705.40	$ -	$ -	$ 5,590,821.60		$ 5,590,821.60
Donations													$ -		$ -
Federal Grant A													$ -		$ -
Special Education Part B										$ 121,968.00			$ 121,968.00		$ 121,968.00
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
Total Revenues	$ 1,397,705.40	$ -	$ -	$ 1,397,705.40	$ -	$ -	$ 1,397,705.40	$ -	$ -	$ 1,519,673.40	$ -	$ -	$ 5,712,789.60	$ -	$ 5,712,789.60
Total Revenues Y-T-D	$ 1,397,705.40	$ 1,397,705.40	$ 1,397,705.40	$ 2,795,410.80	$ 2,795,410.80	$ 2,795,410.80	$ 4,193,116.20	$ 4,193,116.20	$ 4,193,116.20	$ 5,712,789.60	$ 5,712,789.60	$ 5,712,789.60			
EXPENDITURES															
Salaries & Benefits															
Salaries	$ 194,228.00	$ 194,228.00	$ 194,228.00	$ 194,228.00	$ 194,228.00	$ 194,228.00	$ 194,228.00	$ 194,228.00	$ 194,228.00	$ 194,228.00	$ 194,228.00	$ 194,228.00	$ 2,330,736.00		$ (2,330,736.00)
Benefits	$ 67,902.31	$ 67,902.31	$ 67,902.31	$ 67,902.31	$ 67,902.31	$ 67,902.31	$ 67,902.31	$ 67,902.31	$ 67,902.31	$ 67,902.31	$ 67,902.31	$ 67,902.31	$ 814,827.74		$ (814,827.74)
Total Salaries & Ben	$ 262,130.31	$ 262,130.31	$ 262,130.31	$ 262,130.31	$ 262,130.31	$ 262,130.31	$ 262,130.31	$ 262,130.31	$ 262,130.31	$ 262,130.31	$ 262,130.31	$ 262,130.31	$ 3,145,563.74	$ -	$ (3,145,563.74)
Operating															
Supplies	$ 6,666.67	$ 6,666.67	$ 6,666.67	$ 6,666.67	$ 6,666.67	$ 6,666.67	$ 6,666.67	$ 6,666.67	$ 6,666.67	$ 6,666.67	$ 6,666.67	$ 6,666.67	$ 80,000.00		$ (80,000.00)
Rent	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 885,000.00		$ (885,000.00)
Utilities	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 78,000.00		$ (78,000.00)
Contracts	$ 94,305.12	$ 94,305.12	$ 94,305.12	$ 94,305.12	$ 94,305.12	$ 94,305.12	$ 94,305.12	$ 94,305.12	$ 94,305.12	$ 94,305.12	$ 94,305.12	$ 94,305.12	$ 1,131,661.46		$ (1,131,661.46)
Textbooks	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Utilities													$ -		$ -
Equipment													$ -		$ -
Debt Service	$ 19,689.72	$ 19,689.72	$ 19,689.72	$ 19,689.72	$ 19,689.72	$ 19,689.72	$ 19,689.72	$ 19,689.72	$ 19,689.72	$ 19,689.72	$ 19,689.72	$ 19,689.72	$ 236,276.65		$ (236,276.65)
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
Total Expenses	$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 5,556,501.88	$ -	$ (5,556,501.88)
Total Expenses Y-T-D	$ 463,041.82	$ 926,083.65	$ 1,389,125.47	$ 1,852,167.29	$ 2,315,209.12	$ 2,778,250.94	$ 3,241,292.76	$ 3,704,334.59	$ 4,167,376.41	$ 4,630,418.23	$ 5,093,460.05	$ 5,556,501.88	$ 5,556,501.88	$ -	$ 156,287.72
Percent of Budget	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			

Projected Cash Balance Statement

Net change in Cash (F/B)	$ 934,663.58	$ (463,041.82)	$ (463,041.82)	$ 934,663.58	$ (463,041.82)	$ (463,041.82)	$ 934,663.58	$ (463,041.82)	$ (463,041.82)	$ 1,056,631.58	$ (463,041.82)	$ (463,041.82)	$ 156,287.72	$ -	$ 156,287.72
Begin Cash Balance(F/B)	$ -	$ 934,663.58	$ 471,621.76	$ 8,579.93	$ 943,243.51	$ 480,201.68	$ 17,159.86	$ 951,823.44	$ 488,781.61	$ 25,739.79	$ 1,082,371.37	$ 619,329.55	$ 156,287.72	$ -	$ -
End Cash Balance (F/B)	$ 934,663.58	$ 471,621.76	$ 8,579.93	$ 943,243.51	$ 480,201.68	$ 17,159.86	$ 951,823.44	$ 488,781.61	$ 25,739.79	$ 1,082,371.37	$ 619,329.55	$ 156,287.72	$ 156,287.72	$ -	$ 156,287.72

Attachment C.1.2 Budget Narrative FY2015

CHARTER SCHOOL NAME: American Preparatory Academy
PROGRAM OR FUNCTION: _____ FISCAL YEAR: 2014-2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				$0.00
	Teacher	1	38	$43,000.00	$1,931,090.91
	Instructor (Paraprofessional)	0.48	52	$5,168.00	$317,597.09
	Secretary/Janitor/Other (Business Manager @ $45k)	1	13	$31,000.00	$476,272.73
	Substitutes		1	$25,000.00	$29,545.45
	Merit Pay				$150,000.00
					$0.00
	NARRATIVE Our model incorporates the use of a Teacher's Aide (Instructor) in every K-6 classroom. Teacher's Aides are not full time employees. All director level personnel are provided by the EMO. The school plans on hiring an Assessment Director as well as a Special Education Director.				
				TOTAL	$2,904,506.18
200	BENEFITS				$0.00
	Teacher	1	38	$ 17,501.00	$785,954.00
	Instructor (Paraprofessional)	0.85	52	$ 602.07	$37,000.06
	Secretary/Janitor/Central/Other	1	13	$9,114.00	$140,024.18
					$0.00
					$0.00
					$0.00
					$0.00
	NARRATIVE State Unemployment = 3%; Social Security = 6.2% (teachers are not charged due to the requirements regarding their retirement fund); Medicare =				

	1.45%; Workers Comp = 1%; Health Insurance = 11.5% and it is extended to our instructors because they will work more than 19.5 hours/week; Life, Dental and Other (Vision) Insurance are all = 0.25%; Retirement for				
				TOTAL	$962,978.24
300					
	HR Expense				$53,181.82
	EMO Fee			$986/student	$1,022,112.00
	Legal & Accounting				$40,000.00
	2% fee from Nevada Office of Education				$101,700.14
	5% interest on 1 year note from APS for pre-opening curriculum				
	NARRATIVE The EMO fee covers the salaries of director level staff as well as teacher coaches, training, administrative assistance and establishment of policy and model. Other costs are estimated from the EMO's experience in Utah.				
				Total	$1,216,993.96
400					$0.00
	Utilities				$92,181.82
					$0.00
					$0.00
					$0.00
					$0.00
	NARRATIVE Utilities include water, sewage, gas, electricity, phone, garbage and internet.				

Attachment C.1.2 Budget Narrative FY2015

				TOTAL	$92,181.82
500	OTHER PURCHASED SERVICES				$0.00
	SAIN/Powerschool			$8/student	$8,736.00
	Dues, Fees, Subscriptions and Teacher Development				$47,272.73
	Copy Maintanance				$7,090.91
	Building Maintenance				$14,181.82
	Insurance				$35,016.12
	NARRATIVE Insurance is from professional quote. SAIN/Powerschool is offered by the Nevada Charter Association at a discounted rate of $8/student. Dues, fees, subscriptions include field trip costs.				
				TOTAL	$112,297.57
600	SUPPLIES				$0.00
	Curriculum				$150,000.00
	Classroom Supplies				$59,090.91
	Admin and Custodial Supplies				$35,454.55
	Recruitment				$0.00
	Pre-Opening Supplies				$0.00
					$0.00
					$0.00
					$0.00
	NARRATIVE Curriculum is not purchased new--when possible we purchased used curriculum from places like amazon.com. Paper is one of the largest supply expenses, followed by cleaning supplies and organizational supplies. Classroom supplies also cover in-class incentives. Each teacher gets $250/year and each instructor gets $50/year as a classroom budget.				
				TOTAL	$244,545.45
800					$0.00

	Lease Payments				$0.00
					$885,000.00
					$0.00
					$0.00
					$0.00
	NARRATIVE Professional build/lease specs sought by EMO				
				TOTAL	$885,000.00
Subtotal Objects 100-600 & 800					$6,418,503.23
Approved Indirect Cost Rate:		0.00%		X Subtotal	$0.00
700	EQUIPMENT				$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
	NARRATIVE All equipment for the first year is included in Lease Payments				

		TOTAL	$0.00
GRAND TOTAL			$6,418,503.23

Posted 8/26/2009

$0.00

Attachment C.1.2 Budget Supplementary Schedules FY 2014

Form 1

KEITH W RHEAULT
uperintendent of Public Instruction

GLORIA P. DOPF
Deputy Superintendent
tructional, Research and Evaluative Services

JAMES R. WELLS
Deputy Superintendent
dministrative and Fiscal Services

STATE OF NEVADA

SOUTHERN NEVADA OFFICE
1820 E. Sahara, Suite 205
Las Vegas, Nevada 89104-3746
(702-486-6455
Fax: (702)486-6450

MOODY STREET OFFICE
1749 Moody Street, Suite 40
Carson City, Nevada 89706-2543

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101

Charter School Budget

American Preparatory Academy herewith submits the (TE TENTATIVE or FINAL or AMENDED FINAL
budget for the fiscal year ending June 30, 2014

This budget contains 2 governmental fund types with estimated expenditures of $ 6,418,503 and
0 proprietary funds with estimated expenses of $ 0 .

Per NAC 387.370:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

I, Phil Collins
(Printed Name)
Business Manager
(Title)
certify that all applicable funds and financial operations of this Local Government are listed herein

Signed Phil Collins

Dated: 12/5/12

APPROVED BY THE GOVERNING BOARD

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

1/25/12

Attachment C.1.2 Budget Supplementary Schedules

Form 2

			WEIGHTED ACTUAL YEAR ENDING 06/30/11		WEIGHTED ACTUAL YEAR ENDING 06/30/13		WEIGHTED ESTIMATED YEAR ENDING 06/30/14
1.	Pre-kindergarten (NRS 388.490)	x .6 =	0.0	x .6 =	0.0	0 x .6 =	0.0
2.	Kindergarten	x .6 =	0.0	x .6 =	0.0	84 x .6 =	50.4
3.	Elementary						504
4.	Secondary						336
5.	Ungraded						
6.	Subtotal		0.0		0.0		890.4
7.	Students transported into Nevada from out-of-state						
8.	Students transported to another state						
9.	Total WEIGHTED enrollment		0.0		0.0		890.4
10.	Hold Harmless						

11. Basic support per pupil amount, Year Ending 06/30/14 — 5,249

Use rates below:

Fill in information for each district:

School District	2014-2015 Rate revised 3/31/10	WEIGHTED 2014-2015 Enrollment	Subtotal		Reference amounts for #12 Estimate: "Outside Revenue"
Carson City	$ 6,100	0.0	$0		$ 1,110
Churchill	$ 6,089	0.0	$0		$ 1,070
Clark	$ 5,249	890.4	$4,673,710		$ 1,030
Douglas	$ 5,313	0.0	$0		$ 2,371
Elko	$ 6,412	0.0	$0		$ 1,059
Esmeralda	$ 18,393	0.0	$0		$ 6,421
Eureka	$ 100	0.0	$0		$ 42,104
Humboldt	$ 5,841	0.0	$0		$ 1,706
Lander	$ 100	0.0	$0		$ 9,861
Lincoln	$ 9,980	0.0	$0		$ 1,217
Lyon	$ 6,715	0.0	$0		$ 918
Mineral	$ 8,591	0.0	$0		$ 1,458
Nye	$ 6,692	0.0	$0		$ 1,290
Pershing	$ 9,086	0.0	$0		$ 1,844
Storey	$ 6,975	0.0	$0		$ 6,459
Washoe	$ 5,310	0.0	$0		$ 1,150
White Pine	$ 6,646	0.0	$0		$ 1,824
Multidistict		890.4	$4,673,710	5,249	

12. Estimated "Outside Revenue" (Supplemental Support) per pupil — $ 1,030
This is the per pupil share of local taxes, etc, from the district.

		Total Weighted-#9	Hold Harmless-#10
13.	Total basic support for enrollee including outside revenue	$ 5,590,821.60	$ -

14. Estimated number of special education program units — (Should be 0 or 1 maximum - see prior year allotment)
X 39,768 amount per unit — $0

		Total Weighted	Hold Harmless
15.	TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)	$ 5,590,821.60	$ -

Fiscal Year 2014-2015 Charter School American Preparatory Academy

Attachment C.1.2 Budget Supplementary Schedules

Form 3

Form 3 American Preparatory Academy REVENUE		(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) FINAL APPROVED	(4) AMENDED FINAL APPROVED
1000	LOCAL SOURCES					
1100	Taxes					
1110	Ad Valorem Taxes					
1111	Net Proceed of Mines					
1120	Sales & Use/School Support Taxes					
1140	Penalties & Interest on Tax					
1150	Residential Construction Tax					
1190	Other					
1200	Revenue from Local Govmt Units other than School Districts					
1300	Tuition					
1310	Tuition from Individuals					
1320	Tuition-other Govt sources within State					
1330	Tuition-other Govt sources out of State					
1400	Transportation Fees					
1410	Trans Fees from Individuals					
1420	Trans Fees - other Govt within State					
1430	Trans Fees - other Govt out of State					
1440	Trans Fees - Other Private Sources					
1500	Investment Income					
1600	Food Services					
1610	Daily Sales - Reimbursable Program					
1620	Daily Sales - Non-Reimbursable Progrm					
1630	Special Functions					
1650	Daily Sales - Summer Food Program					
1700	Direct Activities					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rent					
1920	Donations					
1930	Gains/Loss on Sales of Capital Assets					
1940	Textbook Sales & Rentals					
1950	Misc Revenues from Other Districts					
1960	Misc Revenues from Other Local Govt					
1970	Operating Revenues					
1980	Refund of Prior Year's Expenditures					
1990	Miscellaneous - local sources					
TOTAL LOCAL SOURCES		0	0	0	0	0
3000	REVENUE FROM STATE SOURCES					
3100	Unrestricted Grants-in-Aid					
3110	Distributive School Account (DSA)			6,645,694		
3115	Special Ed portion of DSA			134,316		
3200	State Govt Restricted Funding					
3210	Special Transportation					
3220	Adult High School Diploma Program Fnd					
3230	Class Size Reduction					
3800	Revenue in Lieu of Taxes					
3900	Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES		0	0	6,780,010	0	0

American Preparatory Academy

Budget Fiscal Year 2014-2015

Form 3 Revenues

Page 1 of 2

1/25/12

REVENUE		(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(4) AMENDED FINAL APPROVED
4000	FEDERAL SOURCES					
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103	E-Rate Funds					

4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300	Restricted Grants-in-Aid Direct - Fed					
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800	Revenue in Lieu of Taxes					
4900	Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES		0	0	0	0	0
	OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(4) AMENDED FINAL APPROVED
5000	**OTHER FINANCING SOURCES**					
5100	Issuance of Bonds					
5110	Bond Principal					
5120	Premium of Discount on the Issuance of Bonds					
5200	Fund Transfers In					
5300	Proceeds from the Disposal of Real or Personal Property					
5400	Loan Proceeds					
5500	Capital Lease Proceeds					
5600	Other Long-Term Debt Proceeds					
6000	**Other Items**					
6100	Capital Contributions					
6200	Amortization of Premium on Issuance of Bonds					
6300	Special Items					
6400	Extraordinary Items					
TOTAL OTHER SOURCES		0	0	0	0	0
8000 OPENING FUND BALANCE						
Reserved Opening Balance						
Unreserved Opening Balance						
TOTAL OPENING FUND BALANCE		0	0	0	0	0
Prior Period Adjustments						
Residual Equity Transfers						
TOTAL ALL RESOURCES		0	0	6,780,010	0	0

American Preparatory Academy Form 4 PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			2,428,233		
200 Benefits			822,954		
300/400/500 Purchased Services			102,478		
600 Supplies			201,633		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries			300,647		
200 Benefits			88,390		
300/400/500 Purchased Services			2,146,211		
600 Supplies			94,493		
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	6,185,040	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2014-2015

Form 4 Expenditures

1/25/12

American Preparatory Academy PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
200 SPECIAL PROGRAMS					

1000 Instruction					
100 Salaries			175,626		
200 Benefits			51,634		
300/400/500 Purchased Services			2,475		
600 Supplies			3,729		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	0	233,464	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2014-2015

Form 4 Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					

300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2014-2015

Form 4 Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					

700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2014-2015

Form 4 Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other Inst P	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					

700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2014-2015

Form 4 Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					

2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2014-2015

Form 4 Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2014-2015

Form 4 Expenditures

1/25/12

	(1)	(2)	(3)	(4)	(5)

PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	FINAL APPROVED	FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2600 SUBTOTAL	0	0	0	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	**0**	**0**	**0**	**0**	**0**
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2014-2015

Form 4 Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					

100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2014-2015

Form **4** Expenditures

1/25/12

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	**0**	**0**	**0**	**0**	**0**
5000 Debt Service			0		
000 TOTAL UNDISTRIBUTED EXPENDITURES	0	0	0	0	0
TOTAL ALL EXPENDITURES	0	0	6,418,503	0	0
6300 **Contingency** (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					

Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	0	6,418,503	0	0

CHECKS:	**Contingency cannot exceed:**	XXXXXXXX	0	192,555	0	0
	Calculated Total Ending Fund Balance:	0	0	361,506	0	0

American Preparatory Academy

Budget Fiscal Year 2014-2015

Form 4 Expenditures

1/25/12

Attachment C.1.2 Budget Supplementary Schedules

Form 5

TENTATIVE BUDGET 2013-2014	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE-MENTS
PROGRAM EXPENDITURES				
100 Regular	2,728,881	911,344	2,544,815	6,185,040
200 Special	175,626	51,634	6,204	233,464
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	2,904,506	962,978	2,551,019	6,418,503
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS TENTATIVE	2,904,506	962,978	2,551,019	6,418,503

FINAL BUDGET 2013-2014	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE-MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

Form 5 Exp Summary

6/21/12

FINAL BUDGET - AMENDED	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE-MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

American Preparatory Academy

Budget Fiscal Year 2012-2013

6/21/12

Attachment C.1.2 Budget Supplementary Schedules

Form 6

PROPRIETARY OR ENTERPRISE FUND

American Preparatory Academy

Fund: REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 06/30/14 FINAL APPROVED
1000 LOCAL SOURCES				
1300 Tuition				
1400 Transportation Fees				
1500 Investment Income				
1600 Food Services				
1700 Direct Activities				
1800 Community Service Activities				
1900 Other Revenues				
TOTAL LOCAL SOURCES	0	0	0	0
3000 REVENUE FROM STATE SOURCES				
3100 Unrestricted Grants-in-Aid				
3200 State Govt Restricted Funding				
TOTAL STATE SOURCES	0	0	0	0
4000 FEDERAL SOURCES				
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300 Restricted Grants-in-Aid Direct - Fed				
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
TOTAL FEDERAL SOURCES	0	0	0	0
5000 OTHER FINANCING SOURCES				
5200 Fund Transfers In				
5300 Proceeds from the Disposal of Real or Personal Property				
5400 Loan Proceeds				
5500 Capital Lease Proceeds				
5600 Other Long-Term Debt Proceeds				
6000 Other Items				
TOTAL OTHER SOURCES	0	0	0	0
8000 OPENING FUND BALANCE				
Reserved Opening Balance				
Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE	0	0	0	0
TOTAL ALL RESOURCES	0	0	0	0

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

Attachment C.1.2 Budget Supplementary Schedules

Form 6

FUNCTION / OBJECT	YEAR ENDING 06/30/08	YEAR ENDING 06/30/09	TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

Attachment C.1.2 Budget Supplementary Schedules

Form 7

American Preparatory Academy

ALL EXISTING OR PROPOSED

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

(1) NAME OF LOAN **List and Subtotal By Fund**	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/13	(9) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/14 INTEREST PAYABLE	(10) PRINCIPAL PAYABLE	(11) (9) + (10) 6/30/14 TOTAL
FUND:										
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
TOTAL ALL DEBT SERVICE			**$0**				**$0**	**$0**	**$0**	**$0**

Attachment C.1.2 Budget Supplementary Schedules

American Preparatory Academy

REPORT FOR ALL FUNDS	2014-2015	FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
REVENUES	Revenue CODES	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD
Nevada Individuals	1310/1410				
Nevada School Districts	1321/1421				
Out-of-state Individuals	1310/1410				
Out-of-State School Districts	1331/1431				
		$0	$0	$0	$0

		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
EXPENDITURES	Object Codes	561	511	562	512
100 - Regular Programs					
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
TOTALS		$0	$0	$0	$0

Attachment C.1.2 Budget Supplementary Schedules

Form 9

American Preparatory Academy

FUND TRANSFERS 2014-2015	TRANSFERS IN			TRANSFERS OUT	
(1) FUND TYPE	(2) FROM FUND	(3) AMOUNT		(4) TO FUND	(5) AMOUNT
GENERAL FUND					
SUBTOTAL	0	0		0	0
SPECIAL REVENUE FUNDS					
SUBTOTAL	0	0		0	0
TOTAL TRANSFERS	0	0		0	0

LOBBY EXPENSES 2014-2015

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity: _____

2. Funding Source: _____

3. Transportation $ _____

4. Lodging and meals $ _____

5. Salaries and Wages $ _____

6. Compensation to lobbyists $ _____

7. Entertainment $ _____

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

Total $ -

Entity: _____

Lobbying Expense Estimate,

American Preparatory Academy

Budget Fiscal Year 2014-2015

American Preparatory Academy

CASH FLOW STATEMENT

2014-2015

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct	$ 1,661,423.40	$ -	$ -	$ 1,661,423.40	$ -	$ -	$ 1,661,423.40	$ -	$ -	$ 1,661,423.40	$ -	$ -	$ 6,645,693.60		$ 6,645,693.60
Donations													$ -		$ -
Federal Grant A													$ -		$ -
Special Education Part B										$ 134,316.00			$ 134,316.00		$ 134,316.00
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
Total Revenues	$ 1,661,423.40	$ -	$ -	$ 1,661,423.40	$ -	$ -	$ 1,661,423.40	$ -	$ -	$ 1,795,739.40	$ -	$ -	$ 6,780,009.60	$ -	$ 6,780,009.60
Total Revenues Y-T-D	$ 1,661,423.40	$ 1,661,423.40	$ 1,661,423.40	$ 3,322,846.80	$ 3,322,846.80	$ 3,322,846.80	$ 4,984,270.20	$ 4,984,270.20	$ 4,984,270.20	$ 6,780,009.60	$ 6,780,009.60	$ 6,780,009.60			
EXPENDITURES															
Salaries & Benefits															
Salaries	$ 242,042.18	$ 242,042.18	$ 242,042.18	$ 242,042.18	$ 242,042.18	$ 242,042.18	$ 242,042.18	$ 242,042.18	$ 242,042.18	$ 242,042.18	$ 242,042.18	$ 242,042.18	$ 2,904,506.18		$ (2,904,506.18)
Benefits	$ 80,248.19	$ 80,248.19	$ 80,248.19	$ 80,248.19	$ 80,248.19	$ 80,248.19	$ 80,248.19	$ 80,248.19	$ 80,248.19	$ 80,248.19	$ 80,248.19	$ 80,248.19	$ 962,978.24		$ (962,978.24)
Total Salaries & Ben	$ 322,290.37	$ 322,290.37	$ 322,290.37	$ 322,290.37	$ 322,290.37	$ 322,290.37	$ 322,290.37	$ 322,290.37	$ 322,290.37	$ 322,290.37	$ 322,290.37	$ 322,290.37	$ 3,867,484.42	$ -	$ (3,867,484.42)
Operating															
Supplies	$ 20,378.79	$ 20,378.79	$ 20,378.79	$ 20,378.79	$ 20,378.79	$ 20,378.79	$ 20,378.79	$ 20,378.79	$ 20,378.79	$ 20,378.79	$ 20,378.79	$ 20,378.79	$ 244,545.45		$ (244,545.45)
Rent	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 885,000.00		$ (885,000.00)
Utilities	$ 7,681.82	$ 7,681.82	$ 7,681.82	$ 7,681.82	$ 7,681.82	$ 7,681.82	$ 7,681.82	$ 7,681.82	$ 7,681.82	$ 7,681.82	$ 7,681.82	$ 7,681.82	$ 92,181.82		$ (92,181.82)
Contracts	$ 110,774.29	$ 110,774.29	$ 110,774.29	$ 110,774.29	$ 110,774.29	$ 110,774.29	$ 110,774.29	$ 110,774.29	$ 110,774.29	$ 110,774.29	$ 110,774.29	$ 110,774.29	$ 1,329,291.54		$ (1,329,291.54)
Textbooks	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Utilities													$ -		$ -
Equipment													$ -		$ -
Debt Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
Total Expenses	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 6,418,503.23	$ -	$ (6,418,503.23)
Total Expenses Y-T-D	$ 534,875.27	$ 1,069,750.54	$ 1,604,625.81	$ 2,139,501.08	$ 2,674,376.35	$ 3,209,251.62	$ 3,744,126.89	$ 4,279,002.16	$ 4,813,877.43	$ 5,348,752.70	$ 5,883,627.96	$ 6,418,503.23	$ 6,418,503.23	$ -	$ 361,506.37
Percent of Budget	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			

Projected Cash Balance Statement

Net change in Cash (F/B)	$ 1,126,548.13	$ (534,875.27)	$ (534,875.27)	$ 1,126,548.13	$ (534,875.27)	$ (534,875.27)	$ 1,126,548.13	$ (534,875.27)	$ (534,875.27)	$ 1,260,864.13	$ (534,875.27)	$ (534,875.27)	$ 361,506.37	$ -	$ 361,506.37
Begin Cash Balance(F/B)	$ 156,287.72	$ 1,282,835.85	$ 747,960.58	$ 213,085.31	$ 1,339,633.44	$ 804,758.17	$ 269,882.90	$ 1,396,431.04	$ 861,555.77	$ 326,680.50	$ 1,587,544.63	$ 1,052,669.36	$ 156,287.72		$ 156,287.72
End Cash Balance (F/B)	$ 1,282,835.85	$ 747,960.58	$ 213,085.31	$ 1,339,633.44	$ 804,758.17	$ 269,882.90	$ 1,396,431.04	$ 861,555.77	$ 326,680.50	$ 1,587,544.63	$ 1,052,669.36	$ 517,794.09	$ 517,794.09	$ -	$ 517,794.09

Attachment C.1.3 Cash Flow FY14

Line #	Account Name	Account #	APALV 2013-2014	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13
	Income							
	DSA	100-201-3110	$ 5,590,821.60	$ 1,397,705.40			$ 1,397,705.40	
	Special Ed Part B	100-201-3115	$ 121,968.00					
	Total Income		$ 5,712,789.60	$ 1,397,705.40	$ -	$ -	$ 1,397,705.40	$ -
	Expense							
1	Teacher Salaries	100-201-100-1000-101	$ 1,634,000.00	$ 136,166.67	$ 136,166.67	$ 136,166.67	$ 136,166.67	$ 136,166.67
2	Teacher Merit Pay	100-201-100-1000-101	$ -	$ -	$ -	$ -	$ -	$ -
3	Instructor Salaries	100-201-100-1000-102	$ 268,736.00	$ 22,394.67	$ 22,394.67	$ 22,394.67	$ 22,394.67	$ 22,394.67
4	Substitute Salaries	100-201-100-1000-103	$ 25,000.00	$ 2,083.33	$ 2,083.33	$ 2,083.33	$ 2,083.33	$ 2,083.33
5	Teacher dental insurance	100-201-100-1000-211	$ 4,085.00	$ 340.42	$ 340.42	$ 340.42	$ 340.42	$ 340.42
6	Teacher Life Insurance	100-201-100-1000-211	$ 4,085.00	$ 340.42	$ 340.42	$ 340.42	$ 340.42	$ 340.42
7	Teacher Social Security Tax	100-201-100-1000-221	$ -	$ -	$ -	$ -	$ -	$ -
8	Instructor Social Security Tax	100-201-100-1000-222	$ 16,661.63	$ 1,388.47	$ 1,388.47	$ 1,388.47	$ 1,388.47	$ 1,388.47
9	Teacher Retirement	100-201-100-1000-231	$ 375,820.00	$ 31,318.33	$ 31,318.33	$ 31,318.33	$ 31,318.33	$ 31,318.33
10	Instructor Retirement	100-201-100-1000-232	$ -	$ -	$ -	$ -	$ -	$ -
11	Teacher Medicare	100-201-100-1000-241	$ 23,693.00	$ 1,974.42	$ 1,974.42	$ 1,974.42	$ 1,974.42	$ 1,974.42
12	Instructor Medicare	100-201-100-1000-242	$ 3,896.67	$ 324.72	$ 324.72	$ 324.72	$ 324.72	$ 324.72
13	Teacher State Unemployment	100-201-100-1000-261	$ 49,020.00	$ 4,085.00	$ 4,085.00	$ 4,085.00	$ 4,085.00	$ 4,085.00
14	Instructor State Unemployment	100-201-100-1000-262	$ 8,062.08	$ 671.84	$ 671.84	$ 671.84	$ 671.84	$ 671.84
15	Teacher Workers Compensation	100-201-100-1000-271	$ 16,340.00	$ 1,361.67	$ 1,361.67	$ 1,361.67	$ 1,361.67	$ 1,361.67
16	Instructor Workers Compensation	100-201-100-1000-272	$ 2,687.36	$ 223.95	$ 223.95	$ 223.95	$ 223.95	$ 223.95
17	Teacher Health Insurance	100-201-100-1000-281	$ 187,910.00	$ 15,659.17	$ 15,659.17	$ 15,659.17	$ 15,659.17	$ 15,659.17
18	Instructor Health Insurance	100-201-100-1000-282	$ -	$ -	$ -	$ -	$ -	$ -
19	Teacher Other Benefits	100-201-100-1000-291	$ 4,085.00	$ 340.42	$ 340.42	$ 340.42	$ 340.42	$ 340.42
20	Instructor Other Benefits	100-201-100-1000-292	$ -	$ -	$ -	$ -	$ -	$ -
21	Teacher Human Resource Expense	100-201-100-1000-300	$ 16,601.94	$ 1,383.50	$ 1,383.50	$ 1,383.50	$ 1,383.50	$ 1,383.50
22	Instructor Human Resource Expense	100-201-100-1000-300	$ 22,718.45	$ 1,893.20	$ 1,893.20	$ 1,893.20	$ 1,893.20	$ 1,893.20
23	Instruction Purchased Prof and Tech	100-201-100-1000-500	$ 47,392.00	$ 3,949.33	$ 3,949.33	$ 3,949.33	$ 3,949.33	$ 3,949.33
24	Instruction Supplies	100-201-100-1000-610	$ 43,689.32	$ 3,640.78	$ 3,640.78	$ 3,640.78	$ 3,640.78	$ 3,640.78
25	Textbooks	100-201-100-1000-641	$ -	$ -	$ -	$ -	$ -	$ -
26	Administration Salaries	100-201-100-2400-105	$ 118,885.00	$ 9,907.08	$ 9,907.08	$ 9,907.08	$ 9,907.08	$ 9,907.08
27	Administration Merit Pay	100-201-100-2400-105	$ -	$ -	$ -	$ -	$ -	$ -
28	Central Salaries	100-201-100-2500-105	$ 46,345.00	$ 3,862.08	$ 3,862.08	$ 3,862.08	$ 3,862.08	$ 3,862.08
29	Operations Salaries	100-201-100-2600-105	$ 59,442.50	$ 4,953.54	$ 4,953.54	$ 4,953.54	$ 4,953.54	$ 4,953.54
30	Operations Merit Pay	100-201-100-2600-105	$ -	$ -	$ -	$ -	$ -	$ -
31	Instruction Support Salaries	100-201-100-2200-107	$ 29,721.25	$ 2,476.77	$ 2,476.77	$ 2,476.77	$ 2,476.77	$ 2,476.77
32	Instruction Support Merit Pay	100-201-100-2200-107	$ -	$ -	$ -	$ -	$ -	$ -
33	Administration dental insurance	100-201-100-2400-215	$ 297.21	$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77
34	Administration Life Insurance	100-201-100-2400-215	$ 297.21	$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77
35	Central Life Insurance	100-201-100-2500-215	$ 115.86	$ 9.66	$ 9.66	$ 9.66	$ 9.66	$ 9.66
36	Central Dental Insurance	100-201-100-2500-215	$ 115.86	$ 9.66	$ 9.66	$ 9.66	$ 9.66	$ 9.66
37	Operations dental insurance	100-201-100-2600-215	$ 148.61	$ 12.38	$ 12.38	$ 12.38	$ 12.38	$ 12.38
38	Operations Life Insurance	100-201-100-2600-215	$ 148.61	$ 12.38	$ 12.38	$ 12.38	$ 12.38	$ 12.38
39	Instruction Support Dental Insurance	100-201-100-2200-217	$ 74.30	$ 6.19	$ 6.19	$ 6.19	$ 6.19	$ 6.19
40	Instruction Support Life Insurance	100-201-100-2200-217	$ 74.30	$ 6.19	$ 6.19	$ 6.19	$ 6.19	$ 6.19
41	Instruction Support Social Security Tax	100-201-100-2200-224	$ 1,842.72	$ 153.56	$ 153.56	$ 153.56	$ 153.56	$ 153.56
42	Administration Social Security Tax	100-201-100-2400-225	$ 7,370.87	$ 614.24	$ 614.24	$ 614.24	$ 614.24	$ 614.24
43	Central Social Security Tax	100-201-100-2500-225	$ 2,873.39	$ 239.45	$ 239.45	$ 239.45	$ 239.45	$ 239.45
44	Operations Social Security Tax	100-201-100-2600-225	$ 3,685.44	$ 307.12	$ 307.12	$ 307.12	$ 307.12	$ 307.12
45	Administration Retirement	100-201-100-2400-235	$ 6,538.68	$ 544.89	$ 544.89	$ 544.89	$ 544.89	$ 544.89
46	Operations Retirement	100-201-100-2600-235	$ 3,269.34	$ 272.44	$ 272.44	$ 272.44	$ 272.44	$ 272.44
47	Instruction Support Retirement	100-201-100-2200-237	$ 1,634.67	$ 136.22	$ 136.22	$ 136.22	$ 136.22	$ 136.22
48	Central Retirement	100-201-100-2500-237	$ 2,548.98	$ 212.41	$ 212.41	$ 212.41	$ 212.41	$ 212.41
49	Administration Medicare	100-201-100-2400-245	$ 1,723.83	$ 143.65	$ 143.65	$ 143.65	$ 143.65	$ 143.65
50	Central Medicare	100-201-100-2500-245	$ 672.00	$ 56.00	$ 56.00	$ 56.00	$ 56.00	$ 56.00
51	Operations Medicare	100-201-100-2600-245	$ 861.92	$ 71.83	$ 71.83	$ 71.83	$ 71.83	$ 71.83

52	Instruction Support Medicare	100-201-100-2200-247	$	430.96	$	35.91	$	35.91	$	35.91	$	35.91	$	35.91
53	Central State Unemployment	100-201-100-2500-264	$	1,390.35	$	115.86	$	115.86	$	115.86	$	115.86	$	115.86
54	Administration State Unemployment	100-201-100-2400-265	$	3,566.55	$	297.21	$	297.21	$	297.21	$	297.21	$	297.21
55	Operations State Unemployment	100-201-100-2600-265	$	1,783.28	$	148.61	$	148.61	$	148.61	$	148.61	$	148.61
56	Instruction Support State Unemployment	100-201-100-2200-267	$	891.64	$	74.30	$	74.30	$	74.30	$	74.30	$	74.30
57	Administration Workers Compensation	100-201-100-2400-275	$	1,188.85	$	99.07	$	99.07	$	99.07	$	99.07	$	99.07
58	Central Workers Compensation	100-201-100-2500-275	$	463.45	$	38.62	$	38.62	$	38.62	$	38.62	$	38.62
59	Operations Workers Compensation	100-201-100-2600-275	$	594.43	$	49.54	$	49.54	$	49.54	$	49.54	$	49.54
60	Instruction Support Workers Compensation	100-201-100-2200-277	$	297.21	$	24.77	$	24.77	$	24.77	$	24.77	$	24.77
61	Administration Health Insurance	100-201-100-2400-285	$	13,671.78	$	1,139.31	$	1,139.31	$	1,139.31	$	1,139.31	$	1,139.31
62	Operations Health Insurance	100-201-100-2600-285	$	6,835.89	$	569.66	$	569.66	$	569.66	$	569.66	$	569.66
63	Instruction Support Health Insurance	100-201-100-2200-287	$	3,417.94	$	284.83	$	284.83	$	284.83	$	284.83	$	284.83
64	Central Health Insurance	100-201-100-2500-287	$	5,329.68	$	444.14	$	444.14	$	444.14	$	444.14	$	444.14
65	Administration Other Benefits	100-201-100-2400-295	$	297.21	$	24.77	$	24.77	$	24.77	$	24.77	$	24.77
66	Operations Other Benefits	100-201-100-2600-295	$	148.61	$	12.38	$	12.38	$	12.38	$	12.38	$	12.38
67	Instruction Support Other Benefits	100-201-100-2200-297	$	74.30	$	6.19	$	6.19	$	6.19	$	6.19	$	6.19
68	Central Other Benefits	100-201-100-2500-297	$	115.86	$	9.66	$	9.66	$	9.66	$	9.66	$	9.66
69	Instruction Support Human Resource Expense	100-201-100-2200-300	$	418.87	$	34.91	$	34.91	$	34.91	$	34.91	$	34.91
70	Administration Human Resource Expense	100-201-100-2400-300	$	1,675.49	$	139.62	$	139.62	$	139.62	$	139.62	$	139.62
71	Central Human Resource Expense	100-201-100-2500-300	$	653.16	$	54.43	$	54.43	$	54.43	$	54.43	$	54.43
72	Operations Human Resource Expense	100-201-100-2600-300	$	837.74	$	69.81	$	69.81	$	69.81	$	69.81	$	69.81
73	Management Fee - APS	100-201-100-2300-310	$	864,864.00	$	72,072.00	$	72,072.00	$	72,072.00	$	72,072.00	$	72,072.00
74	SPCSA Fee	100-201-100-2300-310	$	85,691.84	$	7,140.99	$	7,140.99	$	7,140.99	$	7,140.99	$	7,140.99
75	Audit, Legal & Accounting	100-201-100-2500-340	$	40,000.00	$	3,333.33	$	3,333.33	$	3,333.33	$	3,333.33	$	3,333.33
76	Water/Sewer	100-201-100-2600-411	$	7,800.00	$	650.00	$	650.00	$	650.00	$	650.00	$	650.00
77	Garbage	100-201-100-2600-421	$	7,800.00	$	650.00	$	650.00	$	650.00	$	650.00	$	650.00
78	Rent	100-201-100-2600-441	$	885,000.00	$	73,750.00	$	73,750.00	$	73,750.00	$	73,750.00	$	73,750.00
79	Administration Purchased Prof and Tech	100-201-100-2400-500	$	6,000.00	$	500.00	$	500.00	$	500.00	$	500.00	$	500.00
80	Operations Purchased Prof and Tech	100-201-100-2600-500	$	12,000.00	$	1,000.00	$	1,000.00	$	1,000.00	$	1,000.00	$	1,000.00
81	General/Building Insurance	100-201-100-2500-520	$	30,713.64	$	2,559.47	$	2,559.47	$	2,559.47	$	2,559.47	$	2,559.47
82	Phone	100-201-100-2600-533	$	7,800.00	$	650.00	$	650.00	$	650.00	$	650.00	$	650.00
83	Internet	100-201-100-2600-535	$	7,800.00	$	650.00	$	650.00	$	650.00	$	650.00	$	650.00
84	Instruction Support Supplies	100-201-100-2200-610	$	3,155.34	$	262.94	$	262.94	$	262.94	$	262.94	$	262.94
85	Administration Supplies	100-201-100-2400-610	$	7,500.00	$	625.00	$	625.00	$	625.00	$	625.00	$	625.00
86	Operations Supplies	100-201-100-2600-610	$	22,500.00	$	1,875.00	$	1,875.00	$	1,875.00	$	1,875.00	$	1,875.00
87	Gas/Electricity	100-201-100-2600-620	$	46,800.00	$	3,900.00	$	3,900.00	$	3,900.00	$	3,900.00	$	3,900.00
88	Principal Payments to repay EMO pre-opening loan	100-201-100-5000-831	$	230,000.00	$	19,166.67	$	19,166.67	$	19,166.67	$	19,166.67	$	19,166.67
89	Interest Payments on EMO pre-opening loan	100-201-100-5000-832	$	6,276.65	$	523.05	$	523.05	$	523.05	$	523.05	$	523.05
90	Student Support Salaries	100-201-200-2100-104	$	148,606.25	$	12,383.85	$	12,383.85	$	12,383.85	$	12,383.85	$	12,383.85
91	Student Support Merit Pay	100-201-200-2100-104	$	-	$	-	$	-	$	-	$	-	$	-
92	Student Support Dental Insurance	100-201-200-2100-214	$	371.52	$	30.96	$	30.96	$	30.96	$	30.96	$	30.96
93	Student Support Life Insurance	100-201-200-2100-214	$	371.52	$	30.96	$	30.96	$	30.96	$	30.96	$	30.96
94	Student Support Social Security Tax	100-201-200-2100-227	$	9,213.59	$	767.80	$	767.80	$	767.80	$	767.80	$	767.80
95	Student Support Retirement	100-201-200-2100-234	$	8,173.34	$	681.11	$	681.11	$	681.11	$	681.11	$	681.11
96	Student Support Medicare	100-201-200-2100-244	$	2,154.79	$	179.57	$	179.57	$	179.57	$	179.57	$	179.57
97	Student Support State Unemployment	100-201-200-2100-264	$	4,458.19	$	371.52	$	371.52	$	371.52	$	371.52	$	371.52
98	Student Support Workers Compensation	100-201-200-2100-274	$	1,486.06	$	123.84	$	123.84	$	123.84	$	123.84	$	123.84
99	Student Support Health Insurance	100-201-200-2100-284	$	17,089.72	$	1,424.14	$	1,424.14	$	1,424.14	$	1,424.14	$	1,424.14
100	Student Support Other Benefits	100-201-200-2100-294	$	371.52	$	30.96	$	30.96	$	30.96	$	30.96	$	30.96
101	Student Support Human Resource Expense	100-201-200-2100-300	$	2,094.36	$	174.53	$	174.53	$	174.53	$	174.53	$	174.53
102	Student Support Supplies	100-201-200-2100-610	$	3,155.34	$	262.94	$	262.94	$	262.94	$	262.94	$	262.94
	Total Expense		$	5,556,501.88	$	463,041.82	$	463,041.82	$	463,041.82	$	463,041.82	$	463,041.82
	Total Profit/Loss		$	156,287.72	$	934,663.58	$	(463,041.82)	$	(463,041.82)	$	934,663.58	$	(463,041.82)
	Cash Balance				$	934,663.58	$	471,621.75	$	8,579.93	$	943,243.51	$	480,201.68

Attachment C.1.3 Cash Flow FY14

Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14					
	$ 1,397,705.40			$ 1,397,705.40							
				$ 121,968.00							
$ -	$ 1,397,705.40	$ -	$ -	$ 1,519,673.40	$ -	$ -					
$ 136,166.67	$ 136,166.67	$ 136,166.67	$ 136,166.67	$ 136,166.67	$ 136,166.67	$ 136,166.67	100	201	100	1000	101
$ -	$ -	$ -	$ -	$ -	$ -	$ -	100	201	100	1000	101
$ 22,394.67	$ 22,394.67	$ 22,394.67	$ 22,394.67	$ 22,394.67	$ 22,394.67	$ 22,394.67	100	201	100	1000	102
$ 2,083.33	$ 2,083.33	$ 2,083.33	$ 2,083.33	$ 2,083.33	$ 2,083.33	$ 2,083.33	100	201	100	1000	103
$ 340.42	$ 340.42	$ 340.42	$ 340.42	$ 340.42	$ 340.42	$ 340.42	100	201	100	1000	211
$ 340.42	$ 340.42	$ 340.42	$ 340.42	$ 340.42	$ 340.42	$ 340.42	100	201	100	1000	211
$ -	$ -	$ -	$ -	$ -	$ -	$ -	100	201	100	1000	221
$ 1,388.47	$ 1,388.47	$ 1,388.47	$ 1,388.47	$ 1,388.47	$ 1,388.47	$ 1,388.47	100	201	100	1000	222
$ 31,318.33	$ 31,318.33	$ 31,318.33	$ 31,318.33	$ 31,318.33	$ 31,318.33	$ 31,318.33	100	201	100	1000	231
$ -	$ -	$ -	$ -	$ -	$ -	$ -	100	201	100	1000	232
$ 1,974.42	$ 1,974.42	$ 1,974.42	$ 1,974.42	$ 1,974.42	$ 1,974.42	$ 1,974.42	100	201	100	1000	241
$ 324.72	$ 324.72	$ 324.72	$ 324.72	$ 324.72	$ 324.72	$ 324.72	100	201	100	1000	242
$ 4,085.00	$ 4,085.00	$ 4,085.00	$ 4,085.00	$ 4,085.00	$ 4,085.00	$ 4,085.00	100	201	100	1000	261
$ 671.84	$ 671.84	$ 671.84	$ 671.84	$ 671.84	$ 671.84	$ 671.84	100	201	100	1000	262
$ 1,361.67	$ 1,361.67	$ 1,361.67	$ 1,361.67	$ 1,361.67	$ 1,361.67	$ 1,361.67	100	201	100	1000	271
$ 223.95	$ 223.95	$ 223.95	$ 223.95	$ 223.95	$ 223.95	$ 223.95	100	201	100	1000	272
$ 15,659.17	$ 15,659.17	$ 15,659.17	$ 15,659.17	$ 15,659.17	$ 15,659.17	$ 15,659.17	100	201	100	1000	281
$ -	$ -	$ -	$ -	$ -	$ -	$ -	100	201	100	1000	282
$ 340.42	$ 340.42	$ 340.42	$ 340.42	$ 340.42	$ 340.42	$ 340.42	100	201	100	1000	291
$ -	$ -	$ -	$ -	$ -	$ -	$ -	100	201	100	1000	292
$ 1,383.50	$ 1,383.50	$ 1,383.50	$ 1,383.50	$ 1,383.50	$ 1,383.50	$ 1,383.50	100	201	100	1000	300
$ 1,893.20	$ 1,893.20	$ 1,893.20	$ 1,893.20	$ 1,893.20	$ 1,893.20	$ 1,893.20	100	201	100	1000	300
$ 3,949.33	$ 3,949.33	$ 3,949.33	$ 3,949.33	$ 3,949.33	$ 3,949.33	$ 3,949.33	100	201	100	1000	500
$ 3,640.78	$ 3,640.78	$ 3,640.78	$ 3,640.78	$ 3,640.78	$ 3,640.78	$ 3,640.78	100	201	100	1000	610
$ -	$ -	$ -	$ -	$ -	$ -	$ -	100	201	100	1000	641
$ 9,907.08	$ 9,907.08	$ 9,907.08	$ 9,907.08	$ 9,907.08	$ 9,907.08	$ 9,907.08	100	201	100	2400	105
$ -	$ -	$ -	$ -	$ -	$ -	$ -	100	201	100	2400	105
$ 3,862.08	$ 3,862.08	$ 3,862.08	$ 3,862.08	$ 3,862.08	$ 3,862.08	$ 3,862.08	100	201	100	2500	105
$ 4,953.54	$ 4,953.54	$ 4,953.54	$ 4,953.54	$ 4,953.54	$ 4,953.54	$ 4,953.54	100	201	100	2600	105
$ -	$ -	$ -	$ -	$ -	$ -	$ -	100	201	100	2600	105
$ 2,476.77	$ 2,476.77	$ 2,476.77	$ 2,476.77	$ 2,476.77	$ 2,476.77	$ 2,476.77	100	201	100	2200	107
$ -	$ -	$ -	$ -	$ -	$ -	$ -	100	201	100	2200	107
$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77	100	201	100	2400	215
$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77	100	201	100	2400	215
$ 9.66	$ 9.66	$ 9.66	$ 9.66	$ 9.66	$ 9.66	$ 9.66	100	201	100	2500	215
$ 9.66	$ 9.66	$ 9.66	$ 9.66	$ 9.66	$ 9.66	$ 9.66	100	201	100	2500	215
$ 12.38	$ 12.38	$ 12.38	$ 12.38	$ 12.38	$ 12.38	$ 12.38	100	201	100	2600	215
$ 12.38	$ 12.38	$ 12.38	$ 12.38	$ 12.38	$ 12.38	$ 12.38	100	201	100	2600	215
$ 6.19	$ 6.19	$ 6.19	$ 6.19	$ 6.19	$ 6.19	$ 6.19	100	201	100	2200	217
$ 6.19	$ 6.19	$ 6.19	$ 6.19	$ 6.19	$ 6.19	$ 6.19	100	201	100	2200	217
$ 153.56	$ 153.56	$ 153.56	$ 153.56	$ 153.56	$ 153.56	$ 153.56	100	201	100	2200	224
$ 614.24	$ 614.24	$ 614.24	$ 614.24	$ 614.24	$ 614.24	$ 614.24	100	201	100	2400	225
$ 239.45	$ 239.45	$ 239.45	$ 239.45	$ 239.45	$ 239.45	$ 239.45	100	201	100	2500	225
$ 307.12	$ 307.12	$ 307.12	$ 307.12	$ 307.12	$ 307.12	$ 307.12	100	201	100	2600	225
$ 544.89	$ 544.89	$ 544.89	$ 544.89	$ 544.89	$ 544.89	$ 544.89	100	201	100	2400	235
$ 272.44	$ 272.44	$ 272.44	$ 272.44	$ 272.44	$ 272.44	$ 272.44	100	201	100	2600	235
$ 136.22	$ 136.22	$ 136.22	$ 136.22	$ 136.22	$ 136.22	$ 136.22	100	201	100	2200	237
$ 212.41	$ 212.41	$ 212.41	$ 212.41	$ 212.41	$ 212.41	$ 212.41	100	201	100	2500	237
$ 143.65	$ 143.65	$ 143.65	$ 143.65	$ 143.65	$ 143.65	$ 143.65	100	201	100	2400	245
$ 56.00	$ 56.00	$ 56.00	$ 56.00	$ 56.00	$ 56.00	$ 56.00	100	201	100	2500	245
$ 71.83	$ 71.83	$ 71.83	$ 71.83	$ 71.83	$ 71.83	$ 71.83	100	201	100	2600	245

Attachment C.1.3 Cash Flow FY14

$ 35.91	$ 35.91	$ 35.91	$ 35.91	$ 35.91	$ 35.91	$ 35.91	100	201	100	2200	247
$ 115.86	$ 115.86	$ 115.86	$ 115.86	$ 115.86	$ 115.86	$ 115.86	100	201	100	2500	264
$ 297.21	$ 297.21	$ 297.21	$ 297.21	$ 297.21	$ 297.21	$ 297.21	100	201	100	2400	265
$ 148.61	$ 148.61	$ 148.61	$ 148.61	$ 148.61	$ 148.61	$ 148.61	100	201	100	2600	265
$ 74.30	$ 74.30	$ 74.30	$ 74.30	$ 74.30	$ 74.30	$ 74.30	100	201	100	2200	267
$ 99.07	$ 99.07	$ 99.07	$ 99.07	$ 99.07	$ 99.07	$ 99.07	100	201	100	2400	275
$ 38.62	$ 38.62	$ 38.62	$ 38.62	$ 38.62	$ 38.62	$ 38.62	100	201	100	2500	275
$ 49.54	$ 49.54	$ 49.54	$ 49.54	$ 49.54	$ 49.54	$ 49.54	100	201	100	2600	275
$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77	100	201	100	2200	277
$ 1,139.31	$ 1,139.31	$ 1,139.31	$ 1,139.31	$ 1,139.31	$ 1,139.31	$ 1,139.31	100	201	100	2400	285
$ 569.66	$ 569.66	$ 569.66	$ 569.66	$ 569.66	$ 569.66	$ 569.66	100	201	100	2600	285
$ 284.83	$ 284.83	$ 284.83	$ 284.83	$ 284.83	$ 284.83	$ 284.83	100	201	100	2200	287
$ 444.14	$ 444.14	$ 444.14	$ 444.14	$ 444.14	$ 444.14	$ 444.14	100	201	100	2500	287
$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77	$ 24.77	100	201	100	2400	295
$ 12.38	$ 12.38	$ 12.38	$ 12.38	$ 12.38	$ 12.38	$ 12.38	100	201	100	2600	295
$ 6.19	$ 6.19	$ 6.19	$ 6.19	$ 6.19	$ 6.19	$ 6.19	100	201	100	2200	297
$ 9.66	$ 9.66	$ 9.66	$ 9.66	$ 9.66	$ 9.66	$ 9.66	100	201	100	2500	297
$ 34.91	$ 34.91	$ 34.91	$ 34.91	$ 34.91	$ 34.91	$ 34.91	100	201	100	2200	300
$ 139.62	$ 139.62	$ 139.62	$ 139.62	$ 139.62	$ 139.62	$ 139.62	100	201	100	2400	300
$ 54.43	$ 54.43	$ 54.43	$ 54.43	$ 54.43	$ 54.43	$ 54.43	100	201	100	2500	300
$ 69.81	$ 69.81	$ 69.81	$ 69.81	$ 69.81	$ 69.81	$ 69.81	100	201	100	2600	300
$ 72,072.00	$ 72,072.00	$ 72,072.00	$ 72,072.00	$ 72,072.00	$ 72,072.00	$ 72,072.00	100	201	100	2300	310
$ 7,140.99	$ 7,140.99	$ 7,140.99	$ 7,140.99	$ 7,140.99	$ 7,140.99	$ 7,140.99	100	201	100	2300	310
$ 3,333.33	$ 3,333.33	$ 3,333.33	$ 3,333.33	$ 3,333.33	$ 3,333.33	$ 3,333.33	100	201	100	2500	340
$ 650.00	$ 650.00	$ 650.00	$ 650.00	$ 650.00	$ 650.00	$ 650.00	100	201	100	2600	411
$ 650.00	$ 650.00	$ 650.00	$ 650.00	$ 650.00	$ 650.00	$ 650.00	100	201	100	2600	421
$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	100	201	100	2600	441
$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	100	201	100	2400	500
$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	100	201	100	2600	500
$ 2,559.47	$ 2,559.47	$ 2,559.47	$ 2,559.47	$ 2,559.47	$ 2,559.47	$ 2,559.47	100	201	100	2500	520
$ 650.00	$ 650.00	$ 650.00	$ 650.00	$ 650.00	$ 650.00	$ 650.00	100	201	100	2600	533
$ 650.00	$ 650.00	$ 650.00	$ 650.00	$ 650.00	$ 650.00	$ 650.00	100	201	100	2600	535
$ 262.94	$ 262.94	$ 262.94	$ 262.94	$ 262.94	$ 262.94	$ 262.94	100	201	100	2200	610
$ 625.00	$ 625.00	$ 625.00	$ 625.00	$ 625.00	$ 625.00	$ 625.00	100	201	100	2400	610
$ 1,875.00	$ 1,875.00	$ 1,875.00	$ 1,875.00	$ 1,875.00	$ 1,875.00	$ 1,875.00	100	201	100	2600	610
$ 3,900.00	$ 3,900.00	$ 3,900.00	$ 3,900.00	$ 3,900.00	$ 3,900.00	$ 3,900.00	100	201	100	2600	620
$ 19,166.67	$ 19,166.67	$ 19,166.67	$ 19,166.67	$ 19,166.67	$ 19,166.67	$ 19,166.67	100	201	100	5000	831
$ 523.05	$ 523.05	$ 523.05	$ 523.05	$ 523.05	$ 523.05	$ 523.05	100	201	100	5000	832
$ 12,383.85	$ 12,383.85	$ 12,383.85	$ 12,383.85	$ 12,383.85	$ 12,383.85	$ 12,383.85	100	201	200	2100	104
$ -	$ -	$ -	$ -	$ -	$ -	$ -	100	201	200	2100	104
$ 30.96	$ 30.96	$ 30.96	$ 30.96	$ 30.96	$ 30.96	$ 30.96	100	201	200	2100	214
$ 30.96	$ 30.96	$ 30.96	$ 30.96	$ 30.96	$ 30.96	$ 30.96	100	201	200	2100	214
$ 767.80	$ 767.80	$ 767.80	$ 767.80	$ 767.80	$ 767.80	$ 767.80	100	201	200	2100	227
$ 681.11	$ 681.11	$ 681.11	$ 681.11	$ 681.11	$ 681.11	$ 681.11	100	201	200	2100	234
$ 179.57	$ 179.57	$ 179.57	$ 179.57	$ 179.57	$ 179.57	$ 179.57	100	201	200	2100	244
$ 371.52	$ 371.52	$ 371.52	$ 371.52	$ 371.52	$ 371.52	$ 371.52	100	201	200	2100	264
$ 123.84	$ 123.84	$ 123.84	$ 123.84	$ 123.84	$ 123.84	$ 123.84	100	201	200	2100	274
$ 1,424.14	$ 1,424.14	$ 1,424.14	$ 1,424.14	$ 1,424.14	$ 1,424.14	$ 1,424.14	100	201	200	2100	284
$ 30.96	$ 30.96	$ 30.96	$ 30.96	$ 30.96	$ 30.96	$ 30.96	100	201	200	2100	294
$ 174.53	$ 174.53	$ 174.53	$ 174.53	$ 174.53	$ 174.53	$ 174.53	100	201	200	2100	300
$ 262.94	$ 262.94	$ 262.94	$ 262.94	$ 262.94	$ 262.94	$ 262.94	100	201	200	2100	610
$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 463,041.82	$ 463,041.82					
$ (463,041.82)	$ 934,663.58	$ (463,041.82)	$ (463,041.82)	$ 1,056,631.58	$ (463,041.82)	$ (463,041.82)					
$ 17,159.86	$ 951,823.44	$ 488,781.61	$ 25,739.79	$ 1,082,371.37	$ 619,329.55	$ 156,287.72					

Attachment C.1.3 Cash Flow FY15

Line #	Account Name	Account #	APALV 2014-2015	Jul-13	Aug-13	Sep-13	Oct-13
	Income						
	DSA	100-201-3110	$ 6,645,693.60	$ 1,661,423.40			$ 1,661,423.40
	Special Education Part B	100-201-3115	$ 134,316.00				
	Total Income		$ 6,780,009.60	$ 1,661,423.40	$ -	$ -	$ 1,661,423.40
	Expense						
1	Teacher Salaries	100-201-100-1000-101	$ 1,931,090.91	$ 160,924.24	$ 160,924.24	$ 160,924.24	$ 160,924.24
2	Teacher Merit Pay	100-201-100-1000-101	$ 150,000.00	$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00
3	Instructor Salaries	100-201-100-1000-102	$ 317,597.09	$ 26,466.42	$ 26,466.42	$ 26,466.42	$ 26,466.42
4	Substitute Salaries	100-201-100-1000-103	$ 29,545.45	$ 2,462.12	$ 2,462.12	$ 2,462.12	$ 2,462.12
5	Teacher dental insurance	100-201-100-1000-211	$ 4,827.73	$ 402.31	$ 402.31	$ 402.31	$ 402.31
6	Teacher Life Insurance	100-201-100-1000-211	$ 4,827.73	$ 402.31	$ 402.31	$ 402.31	$ 402.31
7	Teacher Social Security Tax	100-201-100-1000-221	$ -	$ -	$ -	$ -	$ -
8	Instructor Social Security Tax	100-201-100-1000-222	$ 19,691.02	$ 1,640.92	$ 1,640.92	$ 1,640.92	$ 1,640.92
9	Teacher Retirement	100-201-100-1000-231	$ 444,150.91	$ 37,012.58	$ 37,012.58	$ 37,012.58	$ 37,012.58
10	Instructor Retirement	100-201-100-1000-232	$ -	$ -	$ -	$ -	$ -
11	Teacher Medicare	100-201-100-1000-241	$ 28,000.82	$ 2,333.40	$ 2,333.40	$ 2,333.40	$ 2,333.40
12	Instructor Medicare	100-201-100-1000-242	$ 4,605.16	$ 383.76	$ 383.76	$ 383.76	$ 383.76
13	Teacher State Unemployment	100-201-100-1000-261	$ 57,932.73	$ 4,827.73	$ 4,827.73	$ 4,827.73	$ 4,827.73
14	Instructor State Unemployment	100-201-100-1000-262	$ 9,527.91	$ 793.99	$ 793.99	$ 793.99	$ 793.99
15	Teacher Workers Compensation	100-201-100-1000-271	$ 19,310.91	$ 1,609.24	$ 1,609.24	$ 1,609.24	$ 1,609.24
16	Instructor Workers Compensation	100-201-100-1000-272	$ 3,175.97	$ 264.66	$ 264.66	$ 264.66	$ 264.66
17	Teacher Health Insurance	100-201-100-1000-281	$ 222,075.45	$ 18,506.29	$ 18,506.29	$ 18,506.29	$ 18,506.29
18	Instructor Health Insurance	100-201-100-1000-282	$ -	$ -	$ -	$ -	$ -
19	Teacher Other Benefits	100-201-100-1000-291	$ 4,827.73	$ 402.31	$ 402.31	$ 402.31	$ 402.31
20	Instructor Other Benefits	100-201-100-1000-292	$ -	$ -	$ -	$ -	$ -
21	Teacher Human Resource Expense	100-201-100-1000-300	$ 19,620.48	$ 1,635.04	$ 1,635.04	$ 1,635.04	$ 1,635.04
22	Instructor Human Resource Expense	100-201-100-1000-300	$ 26,849.07	$ 2,237.42	$ 2,237.42	$ 2,237.42	$ 2,237.42
23	Instruction Purchased Prof and Tech	100-201-100-1000-500	$ 56,008.73	$ 4,667.39	$ 4,667.39	$ 4,667.39	$ 4,667.39
24	Instruction Supplies	100-201-100-1000-610	$ 51,632.83	$ 4,302.74	$ 4,302.74	$ 4,302.74	$ 4,302.74
25	Textbooks	100-201-100-1000-641	$ 150,000.00	$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00
26	Administration Salaries	100-201-100-2400-105	$ 140,500.45	$ 11,708.37	$ 11,708.37	$ 11,708.37	$ 11,708.37
27	Administration Merit Pay	100-201-100-2400-105	$ -	$ -	$ -	$ -	$ -
28	Central Salaries	100-201-100-2500-105	$ 54,771.36	$ 4,564.28	$ 4,564.28	$ 4,564.28	$ 4,564.28
29	Operations Salaries	100-201-100-2600-105	$ 70,250.23	$ 5,854.19	$ 5,854.19	$ 5,854.19	$ 5,854.19
30	Operations Merit Pay	100-201-100-2600-105	$ -	$ -	$ -	$ -	$ -
31	Instruction Support Salaries	100-201-100-2200-107	$ 35,125.11	$ 2,927.09	$ 2,927.09	$ 2,927.09	$ 2,927.09
32	Instruction Support Merit Pay	100-201-100-2200-107	$ -	$ -	$ -	$ -	$ -
33	Administration dental insurance	100-201-100-2400-215	$ 351.25	$ 29.27	$ 29.27	$ 29.27	$ 29.27
34	Administration Life Insurance	100-201-100-2400-215	$ 351.25	$ 29.27	$ 29.27	$ 29.27	$ 29.27
35	Central Life Insurance	100-201-100-2500-215	$ 136.93	$ 11.41	$ 11.41	$ 11.41	$ 11.41
36	Central Dental Insurance	100-201-100-2500-215	$ 136.93	$ 11.41	$ 11.41	$ 11.41	$ 11.41
37	Operations dental insurance	100-201-100-2600-215	$ 175.63	$ 14.64	$ 14.64	$ 14.64	$ 14.64
38	Operations Life Insurance	100-201-100-2600-215	$ 175.63	$ 14.64	$ 14.64	$ 14.64	$ 14.64
39	Instruction Support dental insurance	100-201-100-2200-217	$ 87.81	$ 7.32	$ 7.32	$ 7.32	$ 7.32
40	Instruction Support Life Insurance	100-201-100-2200-217	$ 87.81	$ 7.32	$ 7.32	$ 7.32	$ 7.32
41	Instruction Support Social Security Tax	100-201-100-2200-224	$ 2,177.76	$ 181.48	$ 181.48	$ 181.48	$ 181.48
42	Administration Social Security Tax	100-201-100-2400-225	$ 8,711.03	$ 725.92	$ 725.92	$ 725.92	$ 725.92
43	Central Social Security Tax	100-201-100-2500-225	$ 3,395.82	$ 282.99	$ 282.99	$ 282.99	$ 282.99
44	Operations Social Security Tax	100-201-100-2600-225	$ 4,355.51	$ 362.96	$ 362.96	$ 362.96	$ 362.96
45	Administration Retirement	100-201-100-2400-235	$ 7,727.53	$ 643.96	$ 643.96	$ 643.96	$ 643.96
46	Operations Retirement	100-201-100-2600-235	$ 3,863.76	$ 321.98	$ 321.98	$ 321.98	$ 321.98
47	Instruction Support Retirement	100-201-100-2200-237	$ 1,931.88	$ 160.99	$ 160.99	$ 160.99	$ 160.99
48	Central Retirement	100-201-100-2500-237	$ 3,012.43	$ 251.04	$ 251.04	$ 251.04	$ 251.04
49	Administration Medicare	100-201-100-2400-245	$ 2,037.26	$ 169.77	$ 169.77	$ 169.77	$ 169.77
50	Central Medicare	100-201-100-2500-245	$ 794.18	$ 66.18	$ 66.18	$ 66.18	$ 66.18

Attachment C.1.3 Cash Flow FY15

51	Operations Medicare	100-201-100-2600-245	$	1,018.63	$	84.89	$	84.89	$	84.89	$	84.89
52	Instruction Support Medicare	100-201-100-2200-247	$	509.31	$	42.44	$	42.44	$	42.44	$	42.44
53	Central State Unemployment	100-201-100-2500-264	$	1,643.14	$	136.93	$	136.93	$	136.93	$	136.93
54	Administration State Unemployment	100-201-100-2400-265	$	4,215.01	$	351.25	$	351.25	$	351.25	$	351.25
55	Operations State Unemployment	100-201-100-2600-265	$	2,107.51	$	175.63	$	175.63	$	175.63	$	175.63
56	Instruction Support State Unemployment	100-201-100-2200-267	$	1,053.75	$	87.81	$	87.81	$	87.81	$	87.81
57	Administration Workers Compensation	100-201-100-2400-275	$	1,405.00	$	117.08	$	117.08	$	117.08	$	117.08
58	Central Workers Compensation	100-201-100-2500-275	$	547.71	$	45.64	$	45.64	$	45.64	$	45.64
59	Operations Workers Compensation	100-201-100-2600-275	$	702.50	$	58.54	$	58.54	$	58.54	$	58.54
60	Instruction Support Workers Compensation	100-201-100-2200-277	$	351.25	$	29.27	$	29.27	$	29.27	$	29.27
61	Administration Health Insurance	100-201-100-2400-285	$	16,157.55	$	1,346.46	$	1,346.46	$	1,346.46	$	1,346.46
62	Operations Health Insurance	100-201-100-2600-285	$	8,078.78	$	673.23	$	673.23	$	673.23	$	673.23
63	Instruction Support Health Insurance	100-201-100-2200-287	$	4,039.39	$	336.62	$	336.62	$	336.62	$	336.62
64	Central Health Insurance	100-201-100-2500-287	$	6,298.71	$	524.89	$	524.89	$	524.89	$	524.89
65	Administration Other Benefits	100-201-100-2400-295	$	351.25	$	29.27	$	29.27	$	29.27	$	29.27
66	Operations Other Benefits	100-201-100-2600-295	$	175.63	$	14.64	$	14.64	$	14.64	$	14.64
67	Instruction Support Other Benefits	100-201-100-2200-297	$	87.81	$	7.32	$	7.32	$	7.32	$	7.32
68	Central Other Benefits	100-201-100-2500-297	$	136.93	$	11.41	$	11.41	$	11.41	$	11.41
69	Instruction Support Human Resource Expense	100-201-100-2200-300	$	495.03	$	41.25	$	41.25	$	41.25	$	41.25
70	Administration Human Resource Expense	100-201-100-2400-300	$	1,980.12	$	165.01	$	165.01	$	165.01	$	165.01
71	Central Human Resource Expense	100-201-200-2500-300	$	771.91	$	64.33	$	64.33	$	64.33	$	64.33
72	Operations Human Resource Expense	100-201-100-2600-300	$	990.06	$	82.50	$	82.50	$	82.50	$	82.50
73	Management Fee - APS	100-201-100-2300-310	$	1,022,112.00	$	85,176.00	$	85,176.00	$	85,176.00	$	85,176.00
74	SPCSA Fee	100-201-100-2300-310	$	101,700.14	$	8,475.01	$	8,475.01	$	8,475.01	$	8,475.01
75	Audit, Legal & Accounting	100-201-100-2500-340	$	40,000.00	$	3,333.33	$	3,333.33	$	3,333.33	$	3,333.33
76	Water/Sewer	100-201-100-2600-411	$	9,218.18	$	768.18	$	768.18	$	768.18	$	768.18
77	Garbage	100-201-100-2600-421	$	9,218.18	$	768.18	$	768.18	$	768.18	$	768.18
78	Rent	100-201-100-2600-441	$	885,000.00	$	73,750.00	$	73,750.00	$	73,750.00	$	73,750.00
79	Administration Purchased Prof and Tech	100-201-100-2400-500	$	7,090.91	$	590.91	$	590.91	$	590.91	$	590.91
80	Operations Purchased Prof and Tech	100-201-100-2600-500	$	14,181.82	$	1,181.82	$	1,181.82	$	1,181.82	$	1,181.82
81	General/Building Insurance	100-201-100-2500-520	$	35,016.12	$	2,918.01	$	2,918.01	$	2,918.01	$	2,918.01
82	Phone	100-201-100-2600-533	$	9,218.18	$	768.18	$	768.18	$	768.18	$	768.18
83	Internet	100-201-100-2600-535	$	9,218.18	$	768.18	$	768.18	$	768.18	$	768.18
84	Instruction Support Supplies	100-201-100-2200-610	$	3,729.04	$	310.75	$	310.75	$	310.75	$	310.75
85	Administration Supplies	100-201-100-2400-610	$	8,863.64	$	738.64	$	738.64	$	738.64	$	738.64
86	Operations Supplies	100-201-100-2600-610	$	26,590.91	$	2,215.91	$	2,215.91	$	2,215.91	$	2,215.91
87	Gas/Electricity	100-201-100-2600-620	$	55,309.09	$	4,609.09	$	4,609.09	$	4,609.09	$	4,609.09
88												
89												
90	Student Support Salaries	100-201-200-2100-104	$	175,625.57	$	14,635.46	$	14,635.46	$	14,635.46	$	14,635.46
91	Student Support Merit Pay	100-201-200-2100-104	$	-	$	-	$	-	$	-	$	-
92	Student Support dental insurance	100-201-200-2100-214	$	439.06	$	36.59	$	36.59	$	36.59	$	36.59
93	Student Support Life Insurance	100-201-200-2100-214	$	439.06	$	36.59	$	36.59	$	36.59	$	36.59
94	Student Support Social Security Tax	100-201-200-2100-227	$	10,888.79	$	907.40	$	907.40	$	907.40	$	907.40
95	Student Support Retirement	100-201-200-2100-234	$	9,659.41	$	804.95	$	804.95	$	804.95	$	804.95
96	Student Support Medicare	100-201-200-2100-244	$	2,546.57	$	212.21	$	212.21	$	212.21	$	212.21
97	Student Support State Unemployment	100-201-200-2100-264	$	5,268.77	$	439.06	$	439.06	$	439.06	$	439.06
98	Student Support Workers Compensation	100-201-200-2100-274	$	1,756.26	$	146.35	$	146.35	$	146.35	$	146.35
99	Student Support Health Insurance	100-201-200-2100-284	$	20,196.94	$	1,683.08	$	1,683.08	$	1,683.08	$	1,683.08
100	Student Support Other Benefits	100-201-200-2100-294	$	439.06	$	36.59	$	36.59	$	36.59	$	36.59
101	Student Support Human Resource Expense	100-201-200-2100-300	$	2,475.15	$	206.26	$	206.26	$	206.26	$	206.26
102	Student Support Supplies	100-201-200-2100-610	$	3,729.04	$	310.75	$	310.75	$	310.75	$	310.75
	Total Expense		$	6,418,503.23	$	534,875.27	$	534,875.27	$	534,875.27	$	534,875.27
	Total Profit/Loss		$	361,506.37	$	1,126,548.13	$	(534,875.27)	$	(534,875.27)	$	1,126,548.13
	Add FY14 Ending Fund Balance				$	156,287.72						
	Cash Balance				$	1,282,835.85	$	747,960.58	$	213,085.31	$	1,339,633.44

Attachment C.1.3 Cash Flow FY15

Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14
		$ 1,661,423.40			$ 1,661,423.40		
					$ 134,316.00		
$ -	$ -	$ 1,661,423.40	$ -	$ -	$ 1,795,739.40	$ -	$ -
$ 160,924.24	$ 160,924.24	$ 160,924.24	$ 160,924.24	$ 160,924.24	$ 160,924.24	$ 160,924.24	$ 160,924.24
$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00
$ 26,466.42	$ 26,466.42	$ 26,466.42	$ 26,466.42	$ 26,466.42	$ 26,466.42	$ 26,466.42	$ 26,466.42
$ 2,462.12	$ 2,462.12	$ 2,462.12	$ 2,462.12	$ 2,462.12	$ 2,462.12	$ 2,462.12	$ 2,462.12
$ 402.31	$ 402.31	$ 402.31	$ 402.31	$ 402.31	$ 402.31	$ 402.31	$ 402.31
$ 402.31	$ 402.31	$ 402.31	$ 402.31	$ 402.31	$ 402.31	$ 402.31	$ 402.31
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 1,640.92	$ 1,640.92	$ 1,640.92	$ 1,640.92	$ 1,640.92	$ 1,640.92	$ 1,640.92	$ 1,640.92
$ 37,012.58	$ 37,012.58	$ 37,012.58	$ 37,012.58	$ 37,012.58	$ 37,012.58	$ 37,012.58	$ 37,012.58
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 2,333.40	$ 2,333.40	$ 2,333.40	$ 2,333.40	$ 2,333.40	$ 2,333.40	$ 2,333.40	$ 2,333.40
$ 383.76	$ 383.76	$ 383.76	$ 383.76	$ 383.76	$ 383.76	$ 383.76	$ 383.76
$ 4,827.73	$ 4,827.73	$ 4,827.73	$ 4,827.73	$ 4,827.73	$ 4,827.73	$ 4,827.73	$ 4,827.73
$ 793.99	$ 793.99	$ 793.99	$ 793.99	$ 793.99	$ 793.99	$ 793.99	$ 793.99
$ 1,609.24	$ 1,609.24	$ 1,609.24	$ 1,609.24	$ 1,609.24	$ 1,609.24	$ 1,609.24	$ 1,609.24
$ 264.66	$ 264.66	$ 264.66	$ 264.66	$ 264.66	$ 264.66	$ 264.66	$ 264.66
$ 18,506.29	$ 18,506.29	$ 18,506.29	$ 18,506.29	$ 18,506.29	$ 18,506.29	$ 18,506.29	$ 18,506.29
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 402.31	$ 402.31	$ 402.31	$ 402.31	$ 402.31	$ 402.31	$ 402.31	$ 402.31
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 1,635.04	$ 1,635.04	$ 1,635.04	$ 1,635.04	$ 1,635.04	$ 1,635.04	$ 1,635.04	$ 1,635.04
$ 2,237.42	$ 2,237.42	$ 2,237.42	$ 2,237.42	$ 2,237.42	$ 2,237.42	$ 2,237.42	$ 2,237.42
$ 4,667.39	$ 4,667.39	$ 4,667.39	$ 4,667.39	$ 4,667.39	$ 4,667.39	$ 4,667.39	$ 4,667.39
$ 4,302.74	$ 4,302.74	$ 4,302.74	$ 4,302.74	$ 4,302.74	$ 4,302.74	$ 4,302.74	$ 4,302.74
$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00	$ 12,500.00
$ 11,708.37	$ 11,708.37	$ 11,708.37	$ 11,708.37	$ 11,708.37	$ 11,708.37	$ 11,708.37	$ 11,708.37
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 4,564.28	$ 4,564.28	$ 4,564.28	$ 4,564.28	$ 4,564.28	$ 4,564.28	$ 4,564.28	$ 4,564.28
$ 5,854.19	$ 5,854.19	$ 5,854.19	$ 5,854.19	$ 5,854.19	$ 5,854.19	$ 5,854.19	$ 5,854.19
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 2,927.09	$ 2,927.09	$ 2,927.09	$ 2,927.09	$ 2,927.09	$ 2,927.09	$ 2,927.09	$ 2,927.09
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27
$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27
$ 11.41	$ 11.41	$ 11.41	$ 11.41	$ 11.41	$ 11.41	$ 11.41	$ 11.41
$ 11.41	$ 11.41	$ 11.41	$ 11.41	$ 11.41	$ 11.41	$ 11.41	$ 11.41
$ 14.64	$ 14.64	$ 14.64	$ 14.64	$ 14.64	$ 14.64	$ 14.64	$ 14.64
$ 14.64	$ 14.64	$ 14.64	$ 14.64	$ 14.64	$ 14.64	$ 14.64	$ 14.64
$ 7.32	$ 7.32	$ 7.32	$ 7.32	$ 7.32	$ 7.32	$ 7.32	$ 7.32
$ 7.32	$ 7.32	$ 7.32	$ 7.32	$ 7.32	$ 7.32	$ 7.32	$ 7.32
$ 181.48	$ 181.48	$ 181.48	$ 181.48	$ 181.48	$ 181.48	$ 181.48	$ 181.48
$ 725.92	$ 725.92	$ 725.92	$ 725.92	$ 725.92	$ 725.92	$ 725.92	$ 725.92
$ 282.99	$ 282.99	$ 282.99	$ 282.99	$ 282.99	$ 282.99	$ 282.99	$ 282.99
$ 362.96	$ 362.96	$ 362.96	$ 362.96	$ 362.96	$ 362.96	$ 362.96	$ 362.96
$ 643.96	$ 643.96	$ 643.96	$ 643.96	$ 643.96	$ 643.96	$ 643.96	$ 643.96
$ 321.98	$ 321.98	$ 321.98	$ 321.98	$ 321.98	$ 321.98	$ 321.98	$ 321.98
$ 160.99	$ 160.99	$ 160.99	$ 160.99	$ 160.99	$ 160.99	$ 160.99	$ 160.99
$ 251.04	$ 251.04	$ 251.04	$ 251.04	$ 251.04	$ 251.04	$ 251.04	$ 251.04
$ 169.77	$ 169.77	$ 169.77	$ 169.77	$ 169.77	$ 169.77	$ 169.77	$ 169.77
$ 66.18	$ 66.18	$ 66.18	$ 66.18	$ 66.18	$ 66.18	$ 66.18	$ 66.18

Attachment C.1.3 Cash Flow FY15

$ 84.89	$ 84.89	$ 84.89	$ 84.89	$ 84.89	$ 84.89	$ 84.89	$ 84.89
$ 42.44	$ 42.44	$ 42.44	$ 42.44	$ 42.44	$ 42.44	$ 42.44	$ 42.44
$ 136.93	$ 136.93	$ 136.93	$ 136.93	$ 136.93	$ 136.93	$ 136.93	$ 136.93
$ 351.25	$ 351.25	$ 351.25	$ 351.25	$ 351.25	$ 351.25	$ 351.25	$ 351.25
$ 175.63	$ 175.63	$ 175.63	$ 175.63	$ 175.63	$ 175.63	$ 175.63	$ 175.63
$ 87.81	$ 87.81	$ 87.81	$ 87.81	$ 87.81	$ 87.81	$ 87.81	$ 87.81
$ 117.08	$ 117.08	$ 117.08	$ 117.08	$ 117.08	$ 117.08	$ 117.08	$ 117.08
$ 45.64	$ 45.64	$ 45.64	$ 45.64	$ 45.64	$ 45.64	$ 45.64	$ 45.64
$ 58.54	$ 58.54	$ 58.54	$ 58.54	$ 58.54	$ 58.54	$ 58.54	$ 58.54
$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27
$ 1,346.46	$ 1,346.46	$ 1,346.46	$ 1,346.46	$ 1,346.46	$ 1,346.46	$ 1,346.46	$ 1,346.46
$ 673.23	$ 673.23	$ 673.23	$ 673.23	$ 673.23	$ 673.23	$ 673.23	$ 673.23
$ 336.62	$ 336.62	$ 336.62	$ 336.62	$ 336.62	$ 336.62	$ 336.62	$ 336.62
$ 524.89	$ 524.89	$ 524.89	$ 524.89	$ 524.89	$ 524.89	$ 524.89	$ 524.89
$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27	$ 29.27
$ 14.64	$ 14.64	$ 14.64	$ 14.64	$ 14.64	$ 14.64	$ 14.64	$ 14.64
$ 7.32	$ 7.32	$ 7.32	$ 7.32	$ 7.32	$ 7.32	$ 7.32	$ 7.32
$ 11.41	$ 11.41	$ 11.41	$ 11.41	$ 11.41	$ 11.41	$ 11.41	$ 11.41
$ 41.25	$ 41.25	$ 41.25	$ 41.25	$ 41.25	$ 41.25	$ 41.25	$ 41.25
$ 165.01	$ 165.01	$ 165.01	$ 165.01	$ 165.01	$ 165.01	$ 165.01	$ 165.01
$ 64.33	$ 64.33	$ 64.33	$ 64.33	$ 64.33	$ 64.33	$ 64.33	$ 64.33
$ 82.50	$ 82.50	$ 82.50	$ 82.50	$ 82.50	$ 82.50	$ 82.50	$ 82.50
$ 85,176.00	$ 85,176.00	$ 85,176.00	$ 85,176.00	$ 85,176.00	$ 85,176.00	$ 85,176.00	$ 85,176.00
$ 8,475.01	$ 8,475.01	$ 8,475.01	$ 8,475.01	$ 8,475.01	$ 8,475.01	$ 8,475.01	$ 8,475.01
$ 3,333.33	$ 3,333.33	$ 3,333.33	$ 3,333.33	$ 3,333.33	$ 3,333.33	$ 3,333.33	$ 3,333.33
$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18
$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18
$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00	$ 73,750.00
$ 590.91	$ 590.91	$ 590.91	$ 590.91	$ 590.91	$ 590.91	$ 590.91	$ 590.91
$ 1,181.82	$ 1,181.82	$ 1,181.82	$ 1,181.82	$ 1,181.82	$ 1,181.82	$ 1,181.82	$ 1,181.82
$ 2,918.01	$ 2,918.01	$ 2,918.01	$ 2,918.01	$ 2,918.01	$ 2,918.01	$ 2,918.01	$ 2,918.01
$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18
$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18	$ 768.18
$ 310.75	$ 310.75	$ 310.75	$ 310.75	$ 310.75	$ 310.75	$ 310.75	$ 310.75
$ 738.64	$ 738.64	$ 738.64	$ 738.64	$ 738.64	$ 738.64	$ 738.64	$ 738.64
$ 2,215.91	$ 2,215.91	$ 2,215.91	$ 2,215.91	$ 2,215.91	$ 2,215.91	$ 2,215.91	$ 2,215.91
$ 4,609.09	$ 4,609.09	$ 4,609.09	$ 4,609.09	$ 4,609.09	$ 4,609.09	$ 4,609.09	$ 4,609.09
$ 14,635.46	$ 14,635.46	$ 14,635.46	$ 14,635.46	$ 14,635.46	$ 14,635.46	$ 14,635.46	$ 14,635.46
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 36.59	$ 36.59	$ 36.59	$ 36.59	$ 36.59	$ 36.59	$ 36.59	$ 36.59
$ 36.59	$ 36.59	$ 36.59	$ 36.59	$ 36.59	$ 36.59	$ 36.59	$ 36.59
$ 907.40	$ 907.40	$ 907.40	$ 907.40	$ 907.40	$ 907.40	$ 907.40	$ 907.40
$ 804.95	$ 804.95	$ 804.95	$ 804.95	$ 804.95	$ 804.95	$ 804.95	$ 804.95
$ 212.21	$ 212.21	$ 212.21	$ 212.21	$ 212.21	$ 212.21	$ 212.21	$ 212.21
$ 439.06	$ 439.06	$ 439.06	$ 439.06	$ 439.06	$ 439.06	$ 439.06	$ 439.06
$ 146.35	$ 146.35	$ 146.35	$ 146.35	$ 146.35	$ 146.35	$ 146.35	$ 146.35
$ 1,683.08	$ 1,683.08	$ 1,683.08	$ 1,683.08	$ 1,683.08	$ 1,683.08	$ 1,683.08	$ 1,683.08
$ 36.59	$ 36.59	$ 36.59	$ 36.59	$ 36.59	$ 36.59	$ 36.59	$ 36.59
$ 206.26	$ 206.26	$ 206.26	$ 206.26	$ 206.26	$ 206.26	$ 206.26	$ 206.26
$ 310.75	$ 310.75	$ 310.75	$ 310.75	$ 310.75	$ 310.75	$ 310.75	$ 310.75
$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27	$ 534,875.27
$ (534,875.27)	$ (534,875.27)	$ 1,126,548.13	$ (534,875.27)	$ (534,875.27)	$ 1,260,864.13	$ (534,875.27)	$ (534,875.27)
$ 804,758.17	$ 269,882.90	$ 1,396,431.04	$ 861,555.77	$ 326,680.50	$ 1,587,544.63	$ 1,052,669.36	$ 517,794.09

Attachment C.1.5 Pre-Opening Budget

American Prep-LV
Pre-Opening Budget
(For any expense incurred before July 1, 2014)

Item	Account	Amount
Loan from EMO*	100-421-1	$ 230,000.00
Curriculum Expenses	100-201-100-1000-641	$ (225,000.00)
Supplies	100-201-100-1000-610	$ (2,000.00)
Recruitment	100-201-100-1000-500	$ (3,000.00)
Total		$ -

*5% interest will be charged on 1 year note

** Equipment startup purchases will be handled by the builder. Pre-Opening staffing will be covered by EMO.

Narrative C.2.1 Financial Liability Contact

The Business Manager at the school (name unknown at this time) will be the individual who will be the contact person for handling the school's financial liability. The accounting firm will be identified via bid process after the school is approved. The Business Manager is responsible for ensuring adherence to GAAP. ~~and this individual will have direct oversight by Phil Collins, APS's Chief Financial Officer, C.P.A.~~

Narrative C.2.2 School Closing Procedures

In the case of the school closing, procedures that follow the requirements of NAC 386.335, 386.342 and 386.360 will be implemented, including all notifications to the authorizer, local districts, and parents. Financial procedures will be followed to ensure full application of NAC 386.335 and 386.342 including disposition of equipment and supplies and all required reporting and audits. Student and school records will be maintained in accordance with 386.360.

Narrative C.2.3 Audit Firm

The audit firm will be selected via a bid process once the school is approved. The school Business Manager is responsible for managing the annual audit, preparing the AFR and providing for adequate insurance. Some firms we will seek a bid from: Coulson and Associates, a firm experienced in Charter School Auditing, Barnard, Vogler & Co., and LL Bradford & Company, LLC.

Narrative C.2.4 Nevada Bank

The bank used by the school will be a local Nevada bank chosen by the Governing Board after the school is approved.

Narrative C.2.5 School Fees

a. Schools in Nevada typically do not charge many fees. ~~with the exception of PE uniform fees of $20 and elective course fees (for materials) of $40.~~
b. It is anticipated that American Prep-LV may charge elective course fees ***as needed for courses that qualify due to material needs of up to $40 and a one-time PE uniform fee of $20.***

We don't intend to charge other fees. However, if students lose or destroy materials they will be charged for them.

Narrative C.2.6 Person Designated to Draw Payments

Currently the person designated to draw all orders for the payment of money belonging to the charter school is Jon Gardner, Governing Board member (resume attached in B.2.3).

Jonathan L. Gardner
7154 Bird Cherry St
Las Vegas, NV 89148
Position: Member of the Committee to Form; Governing Board Member
ph: 702-400-4910
fax: 866-395-9411
email: JLG@gardnerz.org
degree: MBA (Finance Emphasis)

Narrative C.2.7 Minimum Number of Enrolled Students for Financial Viability

The target number of enrolled pupils is 950. However, if fewer pupils are enrolled, fewer teachers will be hired which will represent a savings to the school. The minimum number of pupils required to run the budget submitted in C.1 is 924. Were we to enroll fewer students, we would need to adjust the budget, decrease the hiring and materials expenses, and find a new "break even" while being able to pay for our facility. ***Our model works well as a 2-class per grade K-9 school with 570 students and this would require a smaller facility, which would decrease costs and allow us to break even at that smaller school size. Also, one*** flexible aspect of our staffing plan is our Paraprofessionals. The budget includes 52 part-time paraprofessionals. We can administer our academic program with fewer paraprofessionals and would do so if ***enrollment and*** cash flow challenges warrant that action.

Narrative C.3.1(4) School Facility

a. American Prep-LV has not obtained a facility, personnel or equipment because we have not been granted a charter and it is difficult to enter into an agreement with a developer without an approved charter. We are still considering multiple development options. ***We do not have a relationship with a developer at this time. We recognize this will be a highly aggressive timeline to obtain a facility.***

b. Upon approval of our charter, our plan ~~is~~ ***was*** to build a new building to house our school. ~~However,~~ ***With the delay in our approval, we realize that short timelines will likely require*** ~~we will consider remodeling~~ ***that we remodel an existing building.*** ~~if a suitable building is found~~. The schedule for completion of our facility will be that no less than 15 days prior to the opening of school, our building will be released to us by our builder/developer for our full use and occupancy.

January-February 2013	Approval of Charter, formation of Governing Board Begin grant writing process
~~December 2012~~ ***February 2013***	Finalize development partner and submit prospective lease and/***or*** development contract to charter authorizer for approval (SPCSA)
~~December 2012~~ ***February 2013***	Receive approval of lease and contract from SPCSA . Complete contract with developer. Developer seeks permits and approvals.
~~January 2~~, ***February*** 2013-July 31, 2013	Construction of the school facility
February-May	Teacher recruiting and contracts offered
March-June 2013	Pre-procurement process for equipment and curriculum, orders processed July 1.
July 1, 2013	Hire school secretaries to begin finalization of enrollments
August 1, 2013	Building turned over for occupancy to the Governing Board
August 1-26th, 2013	School preparation – installation of any equipment that is the school's responsibility, setting up of classrooms, placing of furniture
August 19th, 2013	Teachers begin contracts
August 26, 2013	First Day of School

c. The school will open August 26, 2013

d. The equipment needed by the school is an extensive list. Each administrative office and teacher will need a desk and chair. Offices will also need filing cabinets, tables, copy machines, printers, rolling carts, and bookshelves. Classrooms will require student desks and chairs, bookshelves, counters, and other storage spaces. The teacher's workroom requires copy machines, printers, cutting boards, hole punches, staplers, computer stations (for Instructors to input their grades). Each teacher needs a laptop computer, and the school will need 3 mobile laptop units with 30 computers in each one. Each administrator needs a laptop as well, and a server and equipment for wireless will be required. Custodial supplies and equipment such as brooms, mops, vacuums, carpet cleaning machines, chemicals, and general supplies such as toilet paper and towels will be needed. We plan to purchase a washer and dryer for the custodial area. The curriculum room will require shelving, counter space and a computer station. We would like lockers for our Jr. High students if we can afford them. We will not purchase instruments our first year of operation, but will seek donations for our music department. In our science labs we will need tables that are appropriate for lab work, electrical outlets from the ceiling, microscopes and lab supplies. We will need 2 pianos. School supplies such as paper, pens, pencils, dry-erase markers and erasers, folders, paper clips, markers, crayons, glue sticks, poster board and colored bulletin board paper will be needed.

e. See Attachment C.3.2

C.3.2 Attachment

August 9th 2012

Re: Insurance Proposal for Charter Application

To: Jon Gardner
American Preparatory Academy

Dear Jon;

We would like to thank you for letting Distinctive Insurance provide an insurance proposal to you for American Preparatory Academy – Las Vegas. This proposal is based on the requirements set forth in the stipulations of NRS 386.550 and the requirements as listed in NAC 386.215. Below is the proposal breakout.

General Liability ($1,000,000)	rate per student at	$25.61
Umbrella/Excess – ($3,000,000)		$2,550
Educator's Professional Liability		$2,750
Employment Practices Liability and Directors & Officers Coverage		$1,750

Final underwriting approval and premium is based on location and charter school approval. This proposal affirms that the above referenced coverage will be available for American Preparatory Academy - Las Vegas upon need for binding.

Sincerely,

Mark Hutchings
Account Executive

Distinctive Insurance
8375 W Flaming Rd #102
Las Vegas, NV 89147

Office: 702-396-4844
Fax: 702-396-4832
MHutchings@Distinctive.net

Narrative C.4.1 Transportation

The pupils will be transported to the charter school by their parents. There will not be bus service provided. The school will provide a carpool map and list for parents that wish to arrange a carpool system for their children.

Narrative C.4.2 Required Health Services

American Prep-LV will provide required health services to pupils (NRS 392.420), either through an employee (school nurse) or via contract with a school nurse agency. The Executive Director of APS, our intended EMO, is an R.N. and will lend expertise to the development of the health services at the school or oversight of the development of the health contract. The school nurse (or trained designee as allowable by law) will provide required screenings for visual and auditory problems twice during elementary school, once in Jr. High and once in High School. He/she will provide for scoliosis screenings in one grade before high school. Parent notification prior to and following examinations will occur as outlined in NRS 392.420.

Narrative C.4.3 Student Immunizations

Upon enrollment to the charter school, the child's parents or guardian will be asked for a certificate stating that the child has been immunized and has received proper boosters for that immunization according to NRS 392.435 or is complying with the schedules established by regulation pursuant to NRS 439.550. The certificate must be from a physician or local health officer. If the certificate is not submitted to the governing body of the school within 90 school days after the child was conditionally admitted, the child will be excluded from the school and will not be readmitted until the requirements for immunizations have been met. The certificates of immunizations will be included in the pupil's academic or cumulative record and transferred as part of that record upon request. Before December 31 of each year, American Preparatory Academy will report to the Health Division of the Department of Health and Human Services, on the form furnished by the Division, the exact number of pupils who have completed the immunizations required by NRS 392.435.

Attachment C.4.4 Safety Drills

As part of APA-LV's Emergency Response Plan, students will be led in fire drills each month school is in session, and earthquake drills twice per year. Teachers are trained in preservice on the ERP procedures and students are taught the procedures and practice them in drills each month.

~~12892 S. Pony Express Rd.~~
~~Draper, UT 84020~~
~~(801) 553-8500~~
~~Fax (801) 576-9300~~
Address
Telephon Number

EMERGENCY RESPONSE PLAN (ERP)

THIS DOCUMENT AND THE ERP FLIP CHART CONSTITUTE THE COMPLETE ERP

Introduction

Destructive, dangerous and violent events will occur in our lifetimes. Only preparation can dispel fear of these situations. Individual staff members should prepare to be as self-reliant as possible in times of emergency so they may assist in securing the safety of APA's students, staff and school property.

School staff must understand that school administrators have authority to direct efforts in an emergency situation. School leaders should understand that civil authorities have priority in directing efforts to respond to emergencies once on scene. All staff members should act under the direction of public agencies when they are assigned. **No staff members are permitted to speak with the media during or after an emergency situation** except those administrators who are assigned this responsibility by the school's Governing Board.

Objectives of the Emergency Response Plan

The Emergency Response Plan is designed to provide support to school occupants in the event an emergency situation occurs. Team members should understand that the plan is designed to protect both life and property.

The most likely emergency situations to occur at or within the school are:

- A fire
- An intruder posing a threat to school safety, life and/or property
- An external threat, or potential threat requiring a school lock-down
- A student abduction or attempted abduction
- A violent act by a staff member, student or visitor
- Crime, or other act of terrorism
- A bomb threat
- Medical emergency
- A student run-away
- An intoxicated or otherwise impaired person demonstrating disruptive behavior
- Non-hostile or semi-hostile threat
- Suicide attempt
- Hazardous material exposure
- Suspicion of child abuse
- Utility failure

©Copyright 2008 APS ERP11 2008

- An earthquake
- A flood caused by heavy rain
- A tornado or micro-burst causing significant property damage and/or threat to life
- Excessive snowfall
- Extreme temperatures (high or low) for a significant period of time
- Poor air quality

ERP Summary

The School Emergency Response Team (ERT) will be led by the Business Manager or in the Business Managers absence or incapacity, the Director or Assistant Directors (others) and follow the ERP organizational structure as outlined in Appendix A. The Business Manager (or others) will maintain leadership and management responsibilities.

The Business Manager assigns ERT members appropriate areas of situation management. These areas are outlined in this plan and may include, but are not limited to the following:

- Evacuation of the school
- Procurement and/or disbursement of emergency water and food supplies
- Physical facilities for shelter
- Protection from the elements (heat, cold, etc.)
- First Aid and medical services coordination
- Transportation coordination
- Communications network and equipment
- Communication and coordination with local, county, state and federal authorities or agencies
- Public relations and media coordination

ERT members and staff members will be given specific responsibilities and assignments as dictated by the nature of the emergency situation. Staff members will be responsible for carrying out specific duties as directed by the ERT members. ERT and staff members will be required to account for all students, staff members and visitors immediately upon school evacuation and report results to the Business Manager or other members of the ERT.

ERT Members

When an emergency has been declared, the Emergency Response Team will be alerted by a method appropriate to the situation. ERT members are required to communicate with the Business Manager immediately. The ERT consists of:

Director	~~Max Meyer~~ ***TBD***
Director	Carolyn Sharette
Director	Laura Campbell
Team Member	~~Craig Peterson~~ ***TBD***
Team Member	~~Kevin McVicar~~ ***TBD***
Team Member	~~Cathie Adamson~~ ***TBD***
Team Member	~~Marion Minson~~ ***TBD***
Team Member	~~Lindsey Moore~~ ***TBD***

Team Member	~~Liz Eagan~~ ***TBD***
Team Member	~~Erasmo Jahen~~ ***TBD***

When applicable and after evacuation procedures, the school's ERT will assemble at the front office (interior setting) or toward the northeast property line (exterior setting), if they are accessible. ERT members should bring appropriate emergency equipment to the place of assembly if the situation deems it necessary. Each ERT member is required to meet at the assembly area to provide input and receive instruction, *unless otherwise instructed by the Business Manager, or the life or safety of others will be compromised by a team member's leaving.* A messenger must be sent instead to confirm the location of a team member.

Zones have been identified in the school building (see Site Map). An ERT member is assigned to a specific zone as a Zone Leader. Zone Leaders are:

TBD ~~Craig Peterson~~, Jr. Hi. Asst. Director	Zone: 4 (Blue)
TBD ~~Liz Eagan~~, Sp. Ed. Director	Zone: 1 (Yellow)
TBD ~~Laura Campbell~~, Asst. Director	Zone: 2 (Orange)
TBD ~~Lindsey Moore~~, Admin. Assistant	Zone: 3 (Purple)
TBD ~~Kevin McVicar~~, Academic Asst. Director	Zone: 5 (Green)

Specific duties of the Zone Leaders will be determined by the Business Manager and will include timely evacuation and "zone sweeping" to insure 100% evacuation and to close all interior doors within their zone when appropriate It is essential that, in an emergency, Zone Leaders go immediately to their zones to coordinate ERP efforts in those areas, including evacuation of all rooms, closets, restrooms and common areas when appropriate. In the event of an absence, the next closest zone leader will sweep two zones. Zone Leaders must immediately report to the Business Manager and secretarial staff upon complete evacuation of the school.

Communications

Communication during an emergency situation is critical to the success of any ERP. Staff members must communicate with others, including local community leaders, in order to ensure all students, staff and visitors are safe and secure. Communications include:

- Telephone (cell phones)
- Motorola two-way radios
- Verbal and written correspondence
- Megaphone
- Air horn
- Hand signals
- Whistles

The School Directory, including street addresses ~~is~~ ***will be*** attached (Appendix A). In the event the local telephone network is not functional, cellular phones should be used.

Communication devices will be used for the purpose of ensuring and determining the safety and status of each person on school grounds, and for communicating assignments to that end.

Known Hazards

There are no known hazards yet since we do not have a location for the school.
~~Industrial area bordering APA property on the North.~~
~~Salt Lake Canal bordering APA property on the West (outside fence).~~
~~A group home for juvenile offenders within one mile.~~
~~The state prison complex within five miles.~~
~~Power lines within 300 feet of APA property on the West (outside fence).~~
~~Interstate 15.~~
~~Tooele Army Depot~~
~~Kennecott Copper Mine~~

Specific Emergency Situations and Appropriate Responses

The schools Emergency Response Plan Flip Chart outlines specific responses to emergency situations (not outlined below) and is the main document for that purpose.

As in all school activities and situations, please be considerate of persons with disabilities. Your response to disables individuals should closely parallel your response to non-disabled persons as appropriate. Please be considerate of individual abilities and additional time requirements; however, use common sense to determine an appropriate response in life threatening situations.

Out-of-Session Building Emergency

An out-of-session building emergency is any event that occurs outside of in-session (regular) school hours that threatens life or property. The chain of events that must occur during an out-of-session building emergency are:

1. Call the police or fire department as necessary.
2. Call the Business Manager or the Director at the contact numbers outlined in the Communications section of this plan. If no one is available, call anyone in Administration until someone is reached to handle the situation.

Power Outage—Out-of-School Hours

If an outage is discovered by the first person to enter the building in the morning, that staff member must immediately contact the power company to determine the expected duration of the outage. The Director or others must be contacted to determine if school will open on a late schedule or be cancelled.

If an outage occurs after school, the chain of events that must occur during the power outage are:

1. Staff members present in the building must secure the safety of students, staff children and visitors to the school, paying particular attention to restrooms.
2. After five minutes, a staff member must contact the power company.
3. After one-half hour, a staff member must decide if an event or activity should be cancelled or rescheduled, and the building secured.
4. A staff member must secure a ride for each person in the building needing assistance. No persons other than staff members are to remain in the building unsupervised.
5. Before leaving, the building must be secured manually by locking each door with a key.

Poor Air Quality

1. The Director will be notified by the school secretary when air quality deemed unhealthy for sensitive groups is reported by the department of environmental quality.
2. Parents will be notified via school newsletter that they may call the school and request indoor recess on any day that an "unhealthy for sensitive groups" warning has been issued.
3. The Director will determine if inside recess is appropriate to avoid hazardous air quality for individual students, or for the school at large.

Pandemic

1. The Director or School Nurse will monitor world events, the CDC, ~~Utah~~ ***Nevada*** Department of Health, the ~~Utah State Office~~ ***Nevada Department*** of Education and the existence of illness at the school.
2. ~~The Director will~~
3. Masks
4. Call Tree.

Attachment C.4.5

EMERGENCY RESPONSE PLAN

FLIP CHART

EMERGENCY 911

A COMPLETE ERP CONSISTS OF:

FLIP-CHART

CLASS LIST

RED AND GREEN CARDS

EARTHQUAKE GUIDE

FIRST AID QUICK GUIDE

CLIPBOARD AND PEN

IF ANY ITEMS ARE MISSING, PLEASE SEE ADMINISTRATION FOR REPLACEMENTS IMMEDIATELY

For Las Vegas school, contact numbers & addresses will be updated. This is an example of a proposed ERP flip chart to go in classrooms.

Introduction

The purpose of this Emergency Response Plan (ERP) is to provide information and direction for all persons on the premises, including civil authorities, school administrators, teachers, instructors, students, parents and authorized visitors.

The directives and information contained in this plan serve to increase the overall safety and security of APA. The primary purpose is the physical and emotional well being of our students and staff, and the protection of life and property.

A constant state of "readiness to respond" is the responsibility of school staff—including adequate training and monthly fire drills while school is in regular session. Additionally, the school will hold at least one drill for other emergencies during the school year.
ADMINISTRATION—PLEASE REFER TO THE FULL EMERGENCY RESPONSE PLAN FOR ADDITIONAL DETAILED LEADERSHIP INSTRUCTION.

CPR/First Aid/Burn Kit Locations

Administration—CPR Kit, Burn Kit and Large First Aid Kit
Gym Office/Storage Room—CPR Kit and Basic First Aid Kit
Science Room—Basic First Aid Kit and Burn Kit
Junior High Administrative Office—CPR Kit and Basic First Aid Kit

---

Plan reviewed/approved by Mike Marshall, State Risk Mgt., Officer Kalz, West Valley Police Department 10/16/2009

Introduction

Severe Weather—Excessive Snowfall, Wind, Extreme Temperatures or Flood

1. When appropriate, students and staff will move to the center of the building (hallways) to avoid flying glass due to broken windows.
2. Administration will determine if school will be canceled.
3. School secretaries will initiate the calling tree (see Emergency Contact Information below).
4. Students who remain at the school will remain in their respective classrooms or consolidated into other classrooms when appropriate.
5. Staff must remain with students to ensure safety.

Note: Several emergency response totes/packs are stored in the custodial closet, art room cabinet, business manager's office and the school's shed.

SEVERE WEATHER

Student Runaway

1. Notify administration immediately, including the name and description of the student (including clothing).
2. A responsible adult should go after the student, refraining from physical contact unless the student is at risk of serious injury, death or is a threat to others.
3. Administration will contact the Police or Call 911 if necessary.
4. Administration will contact the parents/legal guardian.
5. Staff will interview witnesses and friends of the student and encourage students not to discuss the incident.
6. Staff will provide a picture (if available) and a description of the student to authorities.

STUDENT RUNAWAY

Suspected Child Abuse

1. Maintain confidentiality.
2. Staff members have a **legal obligation** to report child abuse to school administrators.
3. Notify the Director or in the Director's absence, the Business Manager, Assistant Director or School Counselor immediately.
4. The Director will notify the Department of Child and Family Services (DCFS) in a timely manner and will follow DCFS procedures as outlined. DCFS: 1-800-678-9399, 801-281-5151 or 801-538-4377
5. Child(ren) will be released to a parent/legal guardian at the direction of appropriate authorities. When appropriate authorities are not available to give express instruction to retain child(ren); unless a reasonable person could conclude that the child(ren) are in immediate and significant risk of death or serious injury, the students must be released to a parent/legal guardian. Call 911 to obtain help from the Police if necessary.

SUSPECTED CHILD ABUSE

Semi-Hostile Threat—Assault (minor student altercation), Intoxication, Impairment

1. Insure **"Scene Safety"** to avoid additional injury to rescuer and/or others.
2. Inform administration of the incident and remove other students from the incident scene.
3. Administration will **Call 911** for assistance if necessary.
4. Trained persons should apply appropriate CPR/First Aid if necessary.
5. Students involved must be taken to administrators. School discipline policies will apply.
6. Students are not allowed to leave in a vehicle with an intoxicated or impaired person, even if they are the parent/legal guardian of the student. Staff should **Call 911** for assistance if necessary.
7. Administrators (or others as directed) will contact the parent/legal guardian(s) as deemed appropriate.
8. Identify witnesses for future questioning.

SEMI-HOSTILE THREAT- Altercation, Intoxication or Impairment

Hostile Threat—Intruder or Hostage Situation, Abduction, Attempted Abduction, Violent Act w/ Malice (assault), Deadly Weapon, Gang Violence, Crime or Other Act of Terrorism, Civil Disturbance

1. Staff should **Call 911** immediately if threat of injury, threat to life or property exists.
2. Using good judgment, staff may intervene, physically if necessary, if a threat (or a reasonably perceived threat) to life and/or a significant risk of injury is present to self or others.
3. Notify administration by any available means.
4. Students should not be informed of the details of a situation unless not knowing will jeopardize their safety or the safety of others.
5. Determine who is involved in the situation (# of offenders, # of hostages, # of students/staff, etc.).
6. Perform a school lock-down or evacuation as thoroughly as possible, discreetly if necessary (see "Lock Down Procedure" below).

HOSTILE THREAT- Intruder, Hostage, Abduction, Violence (Malice)

Utility Failure Power Outage—During School

1. Teachers must remain with their classes and use teaching materials prepared in advance for such an occurrence. Students not in their regular classrooms (students being instructed in breakout rooms, etc.) must return to their classrooms after five minutes of power outage.
2. If it is necessary to dial 911 during a power outage [affecting the school's phone system], staff must use cell phones or, if necessary, go to nearby businesses or residences to make the call.
3. Administration will communicate by messenger.
4. Administration will be responsible for checking restrooms, paying particular attention to the elementary restrooms (including kindergarten). Portable lighting (available in a marked tote in the custodial closet) will be placed in restrooms after five minutes.
5. The power company will be contacted by administration after three minutes of outage. Rocky Mountain Power: 1-877-548-3768.
6. After one hour, administration will contact the power company for an update and will determine if school will be canceled. Every effort will be made to keep the school open.
7. Administration will use the calling tree if necessary.
8. Staff members will prepare students for departure and help them exit the building.
9. Students who remain at the school after carpool will remain in their respective classrooms or consolidated into other classrooms when appropriate.
10. Staff must remain with students to ensure safety.

UTILITY FAILURE- Power Outage

Utility Failure—Gas or Water Line Breakage or Water Failure

Gas Leak

1. Evacuate the school immediately using the "Building Evacuation" or "Complete Premises Evacuation" procedure (see tabs below) as determined by administration.
2. **Call 911** as needed.
3. If needed, administration will turn off the natural gas valve(s) to the building (in air conditioner area outside multi-purpose room door). A wrench is attached to the gas valve.
4. No one should re-enter the building until such time as administration or authorities have declared the building safe to occupy.

Water Leak or Water Failure

1. Evacuate the affected area or building as necessary.
2. If a water main break in the city affects APA, administration will contact Granger Hunter Water District at 801-968-3551 to determine when the break will be repaired and water restored.
3. If necessary, custodial staff will provide bottled water in restrooms for the toilets to maintain a sanitary condition. A 55 gal. drum of non-potable water (with pump) is in the custodial closet.
4. Staff will limit restroom usage.
5. If necessary, staff will provide bottled drinking water (at the location of existing drinking fountains) to students in limited amounts (to minimize usage of the restrooms).
6. Contact the fire department to assist with squeegees and pumps for clean up.

Administration will determine if school will be canceled and will use the calling tree. Students will only be released to authorized persons as defined on student registration cards.

UTILITY FAILURE- Gas or Water Line Breakage

Earthquake

1. Students and staff must **Drop and Cover** under desks, tables, doorways, etc. Stay away from windows. If outside, move away from buildings, overhead power lines and other tall items.
2. Shortly after quaking has stopped (count to 120 or 180), if appropriate, all persons must exit the building using the school's "Building Evacuation" plan (see tab below). A staff member must walk the perimeter of the building to assess potential hazards that may be present before anyone exits. Mark the hazards with orange cones as appropriate. Building occupants will exit through the safest path, staying away from fallen electrical wires and fixtures.
3. If easily accessible, staff should locate and bring the blue classroom ERP kits (marked with a red cross).
4. Students and staff must not evacuate to areas where power lines are present and must not touch downed power lines or electrical wires of any kind.
5. If needed, administration will turn off the natural gas valve to the building (in air conditioner area outside multi-purpose room door). A wrench is attached to the gas valve.
6. Administrators will retrieve emergency response totes/packs and emergency food items as needed (see note).
7. Trained persons should apply appropriate CPR/First Aid if necessary.
8. Administration will determine if school will be canceled and will use the calling tree.
9. Students will only be released to authorized persons as defined on student registration cards.

Note: Several emergency response totes/packs are available and typically stored in the gym storage room (south room), the business manager's office and the school's shed.

EARTHQUAKE

Complete Premises Evacuation

Due to incidents that may occur such as a hazardous material spill on the freeway or a natural gas leak, it may be necessary to evacuate the premises to a safer location.

1. **Call 911** immediately for emergency help. Do not wait for emergency help to arrive unless instructed to do so.
2. Fire evacuation procedures (bring ERP clipboards) are used to evacuate the building **with three exceptions**: 1. Students and staff **may** obtain coats to keep warm during winter months (unless otherwise instructed). 2. Staff should bring the blue classroom ERP kits when instructed. 3. Building occupants must exit to the north of the property and proceed to a church located at approximately 1500 W. Crystal Ave.
3. Proceed in a safe, orderly fashion, keeping students off of the road, out of traffic.
4. **DIRECTIONS TO THE CHURCH:** From the north side of the school, proceed WEST (left) on Crystal Ave. to the church located at approximately 1500 W. Crystal Ave.
5. Administration will place signs on the north doors and main entry doors directing parents/guardians to the church. The signs are stored in the school office.
6. Staff must remain calm and maintain order during the evacuation.
7. Teachers and administrators will take roll to account for all persons.
8. School secretaries will bring student emergency contact information to the church.
9. Administrators will bring emergency response totes to the church as needed (see note).
10. After consulting with authorities, administration will determine if school will be canceled.
11. In the event of cancellation, the calling tree will be initiated to begin carpool FROM THE CHURCH.
12. Students will only be released to authorized persons as defined on student registration cards.

Note: Several emergency response totes/packs are available and typically stored in the gym storage room (south room), the business manager's office and the school's shed.

COMPLETE PREMISIS EVACUATION

Lock-Down Procedure

1. Staff will Call 911 immediately and will provide details about the suspect to authorities.
2. Administration will lock all exterior doors using the electronic lock-down controller in the office.
3. Administration will communicate with the school occupants using a phrase such as, "the school is in lockdown and the Police have been called and are in route." Building occupants must **IMMEDIATELY enter a classroom and lock the door.** Other comm. methods may be used.
4. Be sure to place a RED or GREEN card over the door window— Green facing out if all students and staff are present in that room, Red facing out if there are students unaccounted for. Do not search the hallways for missing students or staff. They will enter any lockable room that is available. Do not open the door for ANYONE until an official all-clear is called.
5. Staff may find it necessary to close the mini-blinds on windows and turn off the ventilation system.
6. **Do not remain in a room without a locked door.** Escape through a window or exterior door if necessary. Do not re-enter a hallway or common area.
7. Use your best judgment to determine if you should continue teaching.
8. Students and staff members may lie down on the floor away from the door and windows.
9. Administrators will check common areas (restrooms, etc.) and other rooms if possible.
10. Staff may direct all students who are outside of the building to a safe place in the building, in a neighboring building or in the neighborhood to the south and west of the school. Staff members will stay with students until the all-clear is called.
11. Administration will provide multiple copies of the school's floor plan to authorities.
12. Administration will compile a list of witnesses and note details for authorities when possible.
13. Staff will encourage everyone to remain calm and stay quiet. Provide for modesty if anyone in a locked room cannot wait to use the restroom. DO NOT exit a locked room until told to do so.
14. Building occupants will stay in locked rooms until someone in authority announces that the emergency is over and that is safe to exit locked rooms.
15. Trained persons will perform CPR/First Aid when needed.

LOCK-DOWN PROCEDURE

Reverse Evacuation/Secure Perimeter

1. Staff will report unusual events to administration.
2. A reverse evacuation will occur when an external threat not related to APA may impact the school such as a prisoner, criminal or suspect loose in the area.
3. All students and staff will enter the building immediately and stay clear of exits.
4. Staff will close the mini-blinds on all windows.
5. Administration will determine, after consulting with local authorities, if exterior doors will be locked or entry monitoring is needed. Entry and exiting of the school building may be restricted for visitors, students and staff during a reverse evacuation.
6. Building occupants will stay indoors until someone in authority announces that the emergency is over and that it is safe to exit the building.

Shelter-in-Place

Shelter-in-place is used to reduce the risk of an external or internal threat affecting school occupants and can be a pre-cursor to a school lock-down.

1. Administration will announce shelter-in-place instructions specific to each situation.
2. Be prepared to go into lock-down by reviewing the "Lock-Down Procedure" tab (above).
3. Typical shelter-in-place instructions may include:

—close windows and blinds, close, or close and lock classroom doors
— turn off ventilation system.
—all staff, students and visitors remain inside the school facility
—all staff , students and visitors remain inside classrooms
—all staff, students and visitors report to the gym

REVERSE EVACUATION **SHELTER IN PLACE**

Suicide Intervention

If any person has knowledge, direct or indirect, that a person is in danger of harming themselves or others, that person is to report the situation immediately. Persons of responsibility (staff members, adult volunteers) are to intervene immediately.

1. Call 911.
2. Insure "Scene Safety" to avoid injury to rescuer and/or others.
3. Trained persons should apply appropriate CPR/First Aid if necessary.
4. Do not move the victim if injured. Clear others from the area.
5. Do not leave a suicidal person alone.
6. Administration will contact the person's parent/legal guardian. Two people should make the call together if possible.
7. Crisis counseling techniques by trained administrators are appropriate to defuse the situation (see Special Education Director or school counselor).
8. Administration will perform a Risk Assessment and collaborate to determine the severity of the situation.
9. Do not allow the person to go home unsupervised. A parent/legal guardian must assume direct responsibility for the student before allowing him/her to leave school.
10. If it is determined that the parent/legal guardian's response is damaging to the person or likely to cause a suicide attempt, the situation must be reported to the Police and the person retained. Instructions from law enforcement take precedence and are to be followed by staff.
11. If the person's parent/legal guardian cannot be reached, administration may call the Police and/or a mental health center to make arrangements for the person. By law, a student may be hospitalized for up to 72 hours without parent/legal guardian consent.
12. Students who are suicidal may not be safe at school. A parent/guardian will be contacted to arrange for treatment through outside sources. Referrals may be given to the parent/legal guardian.
13. Failure to provide professional support may result in school officials reporting such information to appropriate authorities. A person may not be able to return to school until his/her safety is assured in writing by authorities and/or relevant medical professionals.
14. Confidentiality will be maintained throughout these procedures unless the safety of the student is at risk.

SUICIDE INTERVENTION

Hazardous Material Exposure

Exposure Inside The Building

Ingestion (inside the body)

1. Notify administration.
2. Assign someone to call **Poison Control at 1-800-222-1222** and remain on the line to communicate with you. Assign another person to **Call 911** and return and report. Follow Poison Control's instructions exactly, even if instruction differs from that found on packaging.
3. Do not induce vomiting unless instructed to do so by Poison Control.
4. Insure **"Scene Safety"** to avoid additional injury to rescuer and/or others.
5. Locate the hazardous material's packaging.
6. Insure that the exposure is exactly what is suspected by interviewing victims and/or witnesses.
7. A trained person should apply CPR/First Aid as needed.
8. Do not move the victim unless risk of further injury is present.
9. Maintain the comfort of the victim(s) until authorities arrive.
10. Evacuate the room or building as necessary.
10. Contact the victim(s) parent/legal guardian or emergency contact.
11. Document the incident.

Topical (chemical burn)

1. Insure **"Scene Safety"** to avoid additional injury to rescuer and/or others.
2. Notify administration. Evacuate room if necessary.
3. **Call 911** if necessary.
4. Brush chemical from affected area, protecting yourself from exposure.
5. Turn off the ventilation system if necessary.
6. Begin rinsing the affected area with cool water. Rinse for 30 minutes.
7. Apply non-stick topical bandage.
8. Seek additional medical attention as needed.

External Exposure—Threat from Outside of the Building

1. Insure **"Scene Safety"** to avoid additional injury to rescuer and/or others.
2. Notify administration. **Call 911**.
3. Respond in one of the following manners as directed by administration or authorities:
   Shelter-in-place—Shut windows, doors and blinds; turn off ventilation system.
   Premises Evacuation—See "Complete Premises Evacuation" (above). Move cross-wind, not with or against the wind if possible.

HAZARDOUS MATERIAL EXPOSURE

Hostile Threat—Bomb Threat

1. Be calm and courteous. Listen—try not to interrupt the caller. Try to keep the caller on the line as long as you can while **another person calls 911** to trace the call. Remember as much detail about the criminal as possible. The assisting person should read the remainder of this page, not the person receiving the call. YOU MUST TURN TO AND USE THE NEXT PAGE-BOMB THREAT INTERVIEW FORM WHILE ON THE PHONE.
2. When calling 911, you may need this information:
   XO is our carrier, APA's main number on account is 801-839-3613
   Line 1 is 801-839-3613
   Line 2 is 801-839-
   Line 3 is 801-839-
   Line 4 is 801-839-
3. Notify administration.
4. Authorities and administration will assess the evidence available about the threat to determine if the school should be evacuated.
5. Fire evacuation procedures are used to evacuate the building. Complete Premises Evacuation procedures are used if appropriate.
6. Do not allow yourself or students to joke or otherwise act casually about the situation. During the evacuation, look and listen for clues as to who might be responsible for the threat.
7. After consulting with authorities, administration will determine if school will be canceled.
8. In the event of cancellation, the calling tree will be initiated to begin carpool FROM THE CHURCH.
9. Students will only be released to authorized persons as defined on student registration cards.

BOMB THREAT

Instructions: Be calm and courteous. Listen carefully; do not interrupt the caller. Immediately notify the School Director or Business Manager.

Name of Person Receiving Call_____ Time_____ Date_____

Call Received on Phone #_____ in: Classroom Administration Other _____

Caller's Identity: Male____ Female____ Adult____ Juvenile____ Approximate Age_____

Origin of Call: Local____ Long Distance____ Booth____

Voice Characteristics	Speech	Language
__Loud __Soft	__Fast __Slow	__Excellent __Good
__High pitch __Deep	__Distinct __Distorted	__Stutter __Nasal
__Raspy __Pleasant	__Stutter __Nasal	__Foul __Other
Accent	**Manner**	**Background Noises**
__Local __Not Local	__Calm __Angry	__Noisy __Music
__Foreign	__Rational __Irrational	__Unusual __Animals
__Race	__Coherent __Incoherent	__Voices __Street Traffic
	__Deliberate __Emotional	__ Factory/machinery
	__Righteous __Laughing	__ Quiet

Pretend you have difficulty with hearing. Keep caller talking. If caller seems agreeable to further conversation, ask questions like:

When will it go off: Certain hour _____ Time remaining_____
Where is it located: Building_____ Area_____
What kind of bomb: _____
Where are you now: _____
How do you know so much about the bomb? _____
What is your name and address?_____
If building is occupied, inform caller that detonation could cause injury or death.

Did caller appear familiar with the place or building by his description of the bomb location? If so, write out the message in its entirety and any other comments on the back of this form.

BOMB THREAT INTERVIEW FORM

Fire Extinguisher Locations

In **Custodial Closet**
In **Operations Manager's Office/Server Room**
In **Teacher's Lunchroom**
In **School Office**
In **Science Room**
In **Pantry**

Fire and/or Smoke

1. If you discover evidence of a fire or other abnormal heat source, you must act IMMEDIATELY.
2. If there is uncertainty regarding the source of physical evidence of smoke or fire, you must notify another responsible person, have them report to administration without delay, and you must investigate the problem immediately.
3. If you see flames or excessive smoke, you must immediately pull a red fire alarm handle located throughout the building.
4. Staff will **Call 911**.
5. Administration will use the Intercom, bullhorn or air horns to communicate with occupants.
6. Close all windows and doors to contain the fire, but do not delay exiting the building to do so.

Building Evacuation

1. Teachers and instructors must remain with their students at all times.
2. Teachers must take classroom ERP clipboards with them during evacuation.
3. In cold weather, students may randomly grab a coat from the hallway during evacuation.
4. Staff will assist with the evacuation of the building through available exits and move all persons to a distance of at least 300 feet from the building. Move to the east side of the soccer field if necessary.
5. Doors should remain UNLOCKED but SHUT after exit.
6. At evacuation area, staff must account for all persons for whom they are responsible using classroom, staff and visitor lists and rolls. Report to administration by holding up cards indicating all persons are accounted for (GREEN), or you need help locating someone (RED).
7. ERT Zone Leaders will make a sweep of the building, checking all restrooms (including stalls), closets, classrooms, breakout rooms and other areas to ensure all persons are evacuated. All interior doors will be shut during the sweep.
8. Individuals with special needs will be assigned to a specific staff member, with two back-up staff members, to assist with evacuation.
9. Trained persons (if available) will perform CPR/First Aid as needed to injured persons, remembering **"Scene Safety"** to avoid injury to rescuer and/or others.
10. Do not move victim(s) unless risk of further injury is present.
11. Administrators will retrieve emergency response totes/packs shed as needed (see note).
12. Provide a floor plan and notify the fire department of the evacuation status immediately upon their arrival.
13. After consulting with authorities, administration will determine if school will be canceled and the call tree initiated.
14. Students will only be released to authorized persons as defined on student registration cards.

Note: Several emergency response totes/packs are available and typically stored in the gym storage room (south room), the business manager's office and the school's shed.

FIRE and/or SMOKE **BUILDING EVACUATION**

Medical Emergency—Accident, Injury, Illness, Burn, Choking

Students with medical conditions may have special medications at APA as authorized by a medical doctor. They should be administered as outlined in the student's red medical file and only to that student. Red files are located in the bottom drawer of a file cabinet at the main school secretary's desk. It is marked with a red cross label.

1. Insure "Scene Safety" to avoid additional injury to rescuer and/or others.
2. Determine if the injury/medical emergency is critical or non-critical.
3. Assign someone to notify administration and Call 911 immediately. Have them return and report to you.
4. Review the victim's file if available to obtain pertinent medical information. Provide file to authorities when they arrive.
5. If available, insure that a CPR/First Aid trained individual applies CPR/First Aid appropriate for the injury. Do not move the victim unless risk of further injury is present.
6. See "Introduction" (above) for location of First Aid kits, CPR Kits and Burn Kits.
7. Minimize additional injury to the victim or others.
8. Do not use alcohol, hydrogen peroxide or any other medications.
9. Only use basic first aid supplies, limiting cleaning with sterile materials, soap and water only.
10. Contact the victim's parent/guardian/emergency contact for additional medical information.
11. Minimize further injury and maximize comfort until authorities arrive (approx. 7 minutes).
12. Document the injury on the appropriate form(s) available at the school office.

Choking

If victim is coughing forcefully, encourage continued coughing to clear object. Ask the victim, **"Are you choking?"** If an adult, obtain consent to help by asking, **"Can I help you?".** If a minor with no parent/guardian present, legally you may assume consent and perform the Heimlich maneuver.

Heimlich Maneuver—Responsive Adult or Child

1. Stand behind the victim and reach around their abdomen.
2. Make a fist with one hand and place it just above the belly button (thumb side into abdomen). Grasp your fist with your other hand.
3. Thrust inward and upward into the abdomen with quick jerks. Continue until the victim can expel the object or becomes unresponsive.
4. For a **responsive pregnant woman**, give chest thrusts from behind the victim, reaching completely around the victim under her arms. If the victim becomes unresponsive, Call 911 and perform CPR.

Shock

1. Monitor the victim's breathing and be ready to give CPR if needed.
2. Call 911. Notify administration by messenger.
3. Have the victim lie on his or her back on a blanket or coat and elevate the legs 8-12 inches (unless the victim may have a spinal injury).
4. Loosen any tight clothing. Be alert for vomiting and turn head to side to drain the mouth.
5. Maintain victim's normal body temperature. Do not let the victim eat or drink anything.

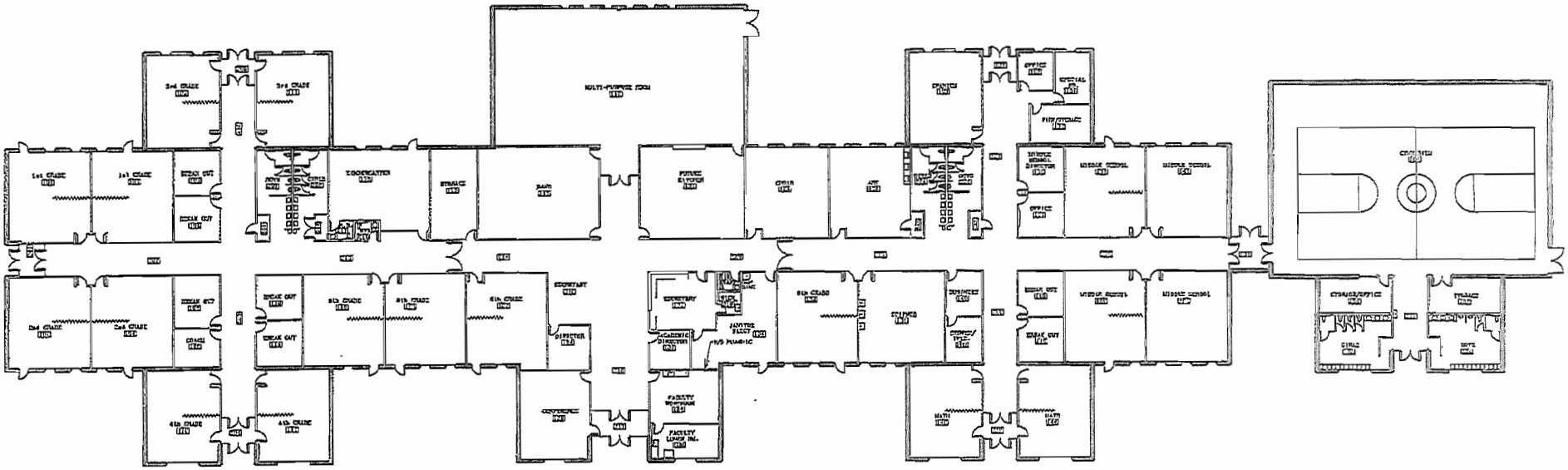
MEDICAL EMERGENCY

First Aid Checklist

1 **Check the Scene/Gather Info**	1 SCENE SAFETY! 2 Location and number of victim(s)? 3 Victim(s) name(s)? 4 What happened? 5 Victim(s) condition? 6 Victim(s) approximate age and gender? 7 Call 911 if necessary
2 **Prepare to Work**	Put on Personal Protective Eq. (PPE)--Gloves, mask, gown, respirator, etc. Have another person review appropriate section in the First Aid Quick Guide
3 **Check the Victim**	Level of Consciousness Alert Responds to verbal commands Responds to pain Unresponsive Airway Check for foreign material Check for tongue Neck/spine Injury? If no, tilt head back/lift chin Breathing Look Listen Feel the chest for movement Physical Examination Pain when touched Bleeding or other wounds Area swollen of deformed Abnormal sensation or movement Circulation STOP any bleeding Temperature: Hot Warm Cool Cold Moisture: Wet Dry Skin hue: Pale Blue/grey Red Yellow S Signs & symptoms A Allergies M Medications P Previous problems E Event(s) leading to the injury
4 **Perform CPR/First Aid**	As appropriate
5 **Monitor the Victim**	Monitor until help arrives or patient is stable

EXAMPLE FACILITY

SITE MAP



FLOOR PLAN

SCALE: 1/16" = 1'-0"