

CHARTER SCHOOL APPLICATION

THE CLARK SCHOOL

“Achieving superior academic results for all”

A PROPOSED STATE PUBLIC CHARTER SCHOOL

4 SEPTEMBER 2012

**RESPECTFULLY SUBMITTED BY THE MEMBERS OF
THE COMMITTEE TO FORM THE CLARK SCHOOL**

**Jim Clark
Stacey Cooper
Erika Gillette
Kathryn Kelly
David Kempler
Bill Lennartz
Carly Lippert
Georgette Porter
David Rotman**

4 September 2012

Steve Canavero, Ph.D.
Director
State Public Charter School Authority
1749 Stewart Street, Suite 40
Carson City, NV 89706

Dear Dr. Canavero,

The Committee to Form The Clark School is pleased to submit this application to the Nevada State Public Charter School Authority for review. The Clark School's mission is to become a top quartile Nevada school in English, math and science within three years and a top decile school within five years by providing differentiated, neuroscience-based instruction to ensure subject mastery.

Specifically, we plan to achieve academic excellence for students in grades K-12 by using a blended approach that combines: face-to-face instruction with highly capable teachers; proven, proficiency-based educational materials aligned to Common Core State Standards; and selective use of technology to individualize delivery of content according to student needs, primarily in the areas of science, math, technology, and language arts. We will operate as a year-round, proficiency-based school, open 252 days (151,200 minutes) a year, including Saturdays, to allow students to achieve subject mastery at their own pace.

Three months to develop the basis for such an innovative program (since it was first conceived in June) has been a challenge. We have therefore focused our application on how we propose to ensure high student outcomes (the narrative portion), and have left holes for some requests such as sample diplomas and transcripts and other important attachments which do not directly help define our mission to you. Other items, such as information on administering state assessment tests that are still being developed, cannot be completed as this time. Omitted items are noted in red for easier identification.

To date, we have not had access to other charter school applications. It would help us greatly to learn and adapt from examples given in charter school applications so that we do not reinvent the wheel on, say, good emergency plans, closing procedures, promotion policy, retention of records, and other items that do not directly define the mission of the school and how we plan to achieve the stated goals. We will have all those important items completed by early October and appreciate your understanding and guidance in this undertaking.

Sincerely yours,


Kathryn E Kelly, DrPH
Member, Committee to Form The Clark School

Nevada Charter School Application Cover Sheet

Part 1: Basic Information

Name of Proposed Charter School

The Clark School

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

Kathryn E Kelly, Dr.P.H.

Mailing Address of Liaison

930 Tahoe Blvd #802-200
Indine Village, NV 89451

Telephone for Liaison (Primary)

775.544.5023

Email Address for Liaison

kek@elearningcafes.org

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

N/A

Physical Address of School (If Known)

—

Geographic Region or Neighborhood Where Proposed School Will be Located

Indine Village, N

School District in Which the School Will Be Located

Nevada State School District

Enrollment Projections

School year 1

Grade Levels Served

2-12

School year 2

2-12

Projected Enrollment per grade (This response may be provided On a separate sheet of paper)

5-7

8-10

Ultimately, the school expects to serve a total of 120 pupils in
grades K to 12.

Title/Relationship to Committee to Form School

Member, Committee to Form
The Clark School

Telephone for Liaison (Secondary)

775.831.2423

Fax for Liaison

775.833.5340

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

JULY 2013

Proposed Sponsor:

State Public Charter School Authority

School District

Which One? _____

Public College or University

Which one? _____

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?

70 pupils

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.

The Clark School's mission is to become a top decile Nevada school in English, math and science for grades K-12 by 2018. Located in Incline Village at the north shore of Lake Tahoe, we use a blended approach that combines: face-to-face instruction with highly capable teachers; proven, proficiency-based educational materials aligned to Common Core State Standards; and selective use of technology to individualize delivery of content according to student needs, primarily in the areas of science, math, technology, and language arts. We will operate as a year-round, proficiency-based school, open 252 days a year, including Saturdays, to allow students to achieve subject mastery at their own pace.

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:

Kathryn E. Kelly

Date:

4 September 2012

Printed Name:

Kathryn E. Kelly

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Signature of Liaison:

Kathryn E. Kelly

Date:

4 September 2012

Printed Name:

Kathryn E. Kelly

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A. EDUCATION PLAN

A.1: Mission, Vision and Educational Philosophy

A.1.1 Purpose

Per NRS 386.520(4)(b), the purpose of The Clark School is to improve the academic achievement of pupils using effective and innovative methods of teaching, regardless of economic status or background. Achievement will be documented by accurate measurement of the educational achievement of our students.

A.1.2 Mission Statement

To become a top quartile Nevada school in English, math and science within three years (June 2016) and a top decile school within five years (June 2018) by providing differentiated, neuroscience-based instruction to ensure true subject mastery

A.1.3 Vision

We plan to achieve academic excellence for students in grades K-12 by using a blended approach that combines: face-to-face instruction with highly capable teachers; proven, proficiency-based educational materials aligned to Common Core State Standards; and selective use of technology to individualize delivery of content according to student needs, primarily in the areas of science, math, technology, and language arts. We will do this operating as a year-round, proficiency-based school, open 252 days (151,200 minutes) a year, including Saturdays, to allow students to achieve subject mastery at their own pace. The Clark School welcomes motivated students to join us in this journey towards academic excellence. This includes gifted, talented, special education and English language learners, who could perhaps benefit from individualized learning most of all.

A.1.4 Educational Philosophy

Two years ago, some of the Committee Members had a dream: to fill a perceived void in the local public schools by offering students in grades K-12 challenging, ;proficiency-based academic material (primarily in math, science and English), using differentiated instruction to allow them to master the material at their own pace, in an environment conducive to learning, seven days a week. That idea evolved into the eLearning Café in Incline Village, a 501(c)(3) not-for-profit educational enterprise which has now served 280 local students and provided over 200 semesters of accredited, proficiency-based courses for grades 6-12 in support of the local schools.

For some students -- particularly gifted, talented, special education, and competitive athlete students -- this individualized approach has produced such positive outcomes that we now have nine students, grades 2-11, who are formally homeschooled and receive all their academic

training at the eLearning Café. The Committee would like to expand and formalize this blended approach into a Nevada public charter school with a relentless focus on achieving and documenting outcomes, primarily in the areas of math, science, technology and language arts. A primary benefit of doing so will be to reach students who could not otherwise afford the costs of courses and instruction currently being paid for by parents.

About Incline Village

To understand the educational philosophy behind The Clark School, it is important to know something about the population we serve. Incline Village, official population 10,000 (of which two-thirds are second homes), lies on the north shore of Lake Tahoe, within Washoe County School District (WCSD) in a remote part of the county, closer to Carson City than to Reno and three miles from California. A 9,000-foot pass separates Incline from the rest of the school district, and there is often more than a physical barrier separating our schools from the rest of WCSD.

There are three public schools in Incline, one each for elementary (432 students in 2011), middle (230) and high school (343), for a total of about 1,000 students. Nearly 100% of the public school students are either white or Latino, ranging from 48% Latino in elementary school and dropping to 35% by high school, with the ratio of Latino to white increasing significantly over the past ten years. Enrollment in all three schools is staying about even, whereas it is dropping about 2% in the district as a whole. Data suggest that Incline does not see an enrollment decrease despite a net migration of families leaving Incline because families leaving Incline are frequently being replaced by Latino families with typically higher birth rates. Too many of these children do not achieve sufficient fluency and literacy in English, resulting in high drop-out rates by middle and high school.

The Limited English Proficiency (LEP) and Free or Reduced Lunch (FRL) rates (a surrogate measure of poverty) in Incline elementary school are each 38%, about twice the WCSD rate of 17%, probably reflecting a large number of workers in the hospitality industry at Lake Tahoe. Individualized Education Plan (IEP) rates, reflecting students in need of special education, range between 12% and 15%. The middle and elementary schools have not made AYP for the last two years.

Following recent initiatives by the school district to increase graduation rates, the high school graduation rate is 86%, but the majority of Incline students going on to college require remediation in English, math or both, indicating the increased graduation rate may not reflect increased academic achievement. WCSD has cut budget and salaries for Incline schools significantly over the last two years, and academic resources are diminishing for students at all levels.

There are an additional 140 students enrolled in the only Incline private school, Lake Tahoe School, serving grades PreK-8. Tuition is approximately \$17,000 and their students are considered well above average academically, if not particularly racially diverse.

In nearby California there is a Spanish dual language school in Kings Beach serving grades K-4. The closest California private school, Tahoe Expeditionary Academy, is in Kings Beach and serves an estimated 40 students from Truckee to Incline Village, with tuition also about \$17,000. The closest California public high schools, Truckee and North Tahoe, are each about 15 miles from Incline, and are located on public bus lines that serve Incline Village. Sugar Bowl Academy, 45 minutes away at Sugar Bowl Ski Resort near Donner Summit, caters to competitive skiers at a cost of about \$28,000 per year. Because of our flexible schedule and ability to self-pace instruction, the eLearning Café serves a rather large number of competitive athletes, who generally prefer to do their schoolwork from April-November each year.

Washoe County School District

The answers to the academic challenges facing Incline students will not come from Washoe County School District, which has its third Superintendent in four years and lacks serious commitment to improving academic outcomes despite an annual budget exceeding \$600 million. WCSD is a typically oversized, overcentralized bureaucracy that appears to be more focused on perpetual adult employment than on increasing academic achievement, with the expected mediocre and decreasing academic results. There are 13 fulltime psychologists employed by the school district, yet it is teachers that are the first to be laid off during budget cuts. The School Board representative for the Incline area has stated more than once that he believes charter schools “take away” from the public schools, thus creating a negative climate for innovative charter schools. Interviews with existing WCSD charter schools generally indicate a preference to have the state charter authority be their sponsor rather than a school district that generally considers charter schools a “challenge” to be avoided.

Solutions will also not come from within the Incline schools, despite having some incredibly talented administrators and teachers within its walls (notably the new principal of Incline High School, Stacey Cooper). It is simply not within the district’s “DNA” to excel academically. Nowhere was this more evident than in a 45-minute presentation in May 2012 Foundation by the local K-8 principal to the sparsely-attended Incline Schools Academic Excellence annual meeting. The long-time K-8 principal grandly rolled out a 30-foot list of all the accomplishments for the year, including car washes, dances, evidence of parent involvement, and so on. *Not once in 45 minutes was any academic outcome mentioned.* It is not difficult to understand why the K-8 schools have not met AYP in some time, or why that will not change with the current leadership.

Initiatives are being taken in Incline to create a separate school district for Incline public schools, which could serve as a location to test new educational methods and practices before being adopted state-wide. The Clark School welcomes this development. Should this occur, The Clark School could become the STEM support to all Incline schools within this new school district and would be sponsored by that new district.

Our Philosophy

Our educational philosophy, honed by nearly two years of practice and successful outcomes, is that the means exist to ensure academic excellence in all students when you are allowed unfettered access to the tools necessary to ensure that success. Those tools are a combination of:

1. Excellent instructors (regardless of credential),
2. Substantive curricula (based on proper instructional design and aligned to CCSS)
3. Neuroscience-based technology to differentiate student instruction for the best possible academic outcome, and
4. Well-chosen, real-time assessments to ensure timely interventions can be made, and outcomes are being accurately measured and reported.

Instead of making the one-size-fits-all school fit the student, we do the opposite: use every available tool to individualize instruction based on the student's needs, interests and abilities. This approach we feel is the future of academic success.

Resources

The research to support this approach can be found in a combination of the following resources, which we have relied on to inform our approach and apply it to our students and purpose:

21st Century Skills. Trilling and Fadel explain how to help train students today for jobs that don't yet exist. Trilling came to give a talk to Incline about this subject last year.

ACSD's Whole Child Initiative describes how community engagement can help bring about successful, engaged, healthy, safe, challenged and supported children. Exactly what we want to achieve.

Building Knowledge: The Case for Bringing Content into the Language Arts Block and for a Knowledge-Rich Curriculum Core for all Children. E.D Hirsch makes a persuasive case for the importance of content in language arts in this and other articles.

The Case for Saturday School. Wall Street Journal, March 2010. Former Assistant Secretary at the US Department of Education, Chester E. Finn, presents the evidence on how adding Saturday to the school week increases academic outcomes.

Common Core State Standards, which raises the academic bar for all students in math and ELA.

Core Knowledge Foundation. Provides the rigorous curriculum content we use for many of our courses, along with Apex Learning, Edison Learning, K12, and others.

Instructional Technology and Media for Learning (Smaldino et al) and ***Meaningful Learning with Technology*** (Howland et al). How to use technology effectively to enhance learning. (It's not about buying smart boards or iPads.)

Liberating Learning. Moe and Chubb explain persuasively how technology can be used to transform public schools.

National Standards for Arts Education, an effort to update the existing arts standards being led by National Coalition for Core Arts Standards.

Nevada State High School, Henderson, NV. After comparing all state charter schools in Nevada, NSHS is our model school we would most like to learn from. It has similar demographics to ours with 57% white, 25% Hispanic, 33% FRL, and it achieves great educational results (as measured by the CRTs) with a very low expenditure per pupil.

Next Generation Science Standards. The final report by the National Research Council and others to set common standards in science is due shortly. A nice complement to CCSS.

Northwest Evaluation Association. Produces the Measurement of Academic Progress (MAP) tests we will use for ongoing assessment of academic progress.

Research-Based Strategies to Ignite Student Learning, a fascinating insight into innovative teaching methods by neuroscientist Judy Willis.

The Rise of K-12 Blended Learning, by Heather Staker of Innosight Institute. A review of best practices in blended learning and presentation of several blended learning models.

The Seven Outs. Brian Carpenter of the National Charter Schools Institute lays out the requirements for successful strategic planning for charter schools.

State Strategies for Awarding Credit to Support Student Learning. An excellent National Governors Association Issue Brief on trends away from seat time. Nevada is one of few states that has provided for proficiency-based learning in its legislation.

Western Governors University, setting the standard for the future of higher education by successfully combining great instruction, materials and technology in a way we would like to emulate for K-12.

What Works Clearinghouse, US Department of Education. A highly useful compilation of educational resources, programs, and software that have been carefully analyzed and quantified for effectiveness.

Why Don't Students Like School. Daniel Willingham brings the best of cognitive research to the classroom.

Non-Core Subjects

What about music, art, the humanities? These are important also to the development of our students as roundly educated individuals, as evidenced by our strong ties to the Lake Tahoe Summerfest, the Mark Twain Cultural Center, the Tahoe Language Camp, the local music conservatory, and other important local cultural institutions. These subjects figure prominently in our course offerings, but not to the degree that we emphasize proficiency in math, science, technology and language arts.

Five Years Out

What will the Clark School look like by 2018?

- We will be a school of at least 120 motivated students, grades K-12, who excel in the core subjects as documented by being in the top decile of state tests, which by then will be aligned to CCSS and are currently under development by the Smarter Balanced Assessment Consortium. We may be able to serve a larger group of students in farther locations, such as competitive athletes training in other countries.
- 100% of our ELL students will be fluent in English within a year of entering school.
- 0% of our students who graduate will require remediation in English or math upon entering college.
- We will attract highly capable instructors who thrive in an atmosphere where they can use their talents to the fullest.
- Our student and staff uniforms will reflect our singular goal of the school to work together to achieve superior academic outcomes.
- We will be a school where research can be conducted on innovative teaching methods to help improve academic outcomes under a reform-minded Governor and Superintendent of Public Schools.
- We will be a model for other rural Nevada communities with diminishing educational resources and a will to achieve high academic success.
- Through our results, we will be able to facilitate improvements in Nevada educational practices, rules, and regulations for the benefit of all Nevada students.

A.2: School-Specific Goals and Objectives

A.2.1 Educational Goals and Objectives

1. At all grade levels, students will average 1.1 years of academic growth each year as measured by multiple administrations of the MAP test.
2. Students will achieve proficiency in each course by demonstrated mastery of subject, not seat time.
3. 100% of students enrolled a three consecutive year period will achieve Proficient or Advanced status on the state's annual assessment.
4. The school will be within the top quartile of Nevada public schools by 2016 as measured by state assessments in place at the time.
5. The school will be within the top decile of Nevada public schools by 2018 as measured by state assessment tests in place at the time.
6. 100% of our English language learning students attending full time will achieve English fluency within a year of entering school as measured by accepted tests of English fluency.
7. 0% of our students who graduate will require remediation in English or math upon entering college as verified by their lack of required remediation courses upon entering college.

A.2.2 Organizational and Management Performance Goals and Objectives

1. Attract highly capable instructors who thrive in an atmosphere where they can use their talents to the fullest.
2. Conduct and publish research on innovative teaching methods to help improve academic outcomes as measured by the number of research projects completed and number of papers published.
3. Be a model for other rural Nevada communities with diminishing educational resources and a will to achieve high academic success as measured by interest expressed by other schools.
4. Facilitate improvements in Nevada educational practices, rules, and regulations for the benefit of all Nevada students as evidenced by changes in legislation that encourage improved outcomes.

A.2.3 Measuring Progress

Progress will be measured and defined as described in the prior sections A.2.1 and A.2.2.

A.2.4 Reasonableness of Goals

Based on the outcomes we have been able to achieve at the eLearning Café, these goals are reasonable given our mission, educational emphasis, and target population.

We intentionally do not have any organizational and management performance goals related to re-enrollment, parent involvement, professional development and other goals typically found in a charter school. These are important goals, but they are not directly related to our overall mission and are not considered a critical measure of our performance.

A.3: Curriculum and Instruction

A.3.1 Proposed Curriculum

The Clark School will offer core and humanities courses aligned to:

- Common Core State Standards for math and Language Arts
- Next Generation Science Standards and Nevada State Standards for science
- Nevada State Standards for Social Studies
- National Standards for Arts Education for Arts

We use curricula provided by a variety of high-quality content providers that meet those criteria, including APEX Learning, Core Knowledge, Edison Learning, K12, and others. We research the many accredited content providers to ensure our students work with the highest quality curricula available. We will not offer curricula that do not meet those criteria, including Aventa, PLATO, and others, whether or not they are accepted by the State of Nevada. As we have not found one content provider that meets all our needs, we do not propose to affiliate with an EMO, CSO or ESP and instead will offer students content from a variety of providers according to student needs, interests and abilities.

A.3.10 Credit Transfer

To be added: a narrative explaining the school's policy regarding the transfer of credit to another comparable school per NRS 386.582 and NAC 386.150(8).

A.3.12 Instructional Strategies

To be added: a narrative describing the relevant instructional strategies that will be necessary for successful implementation of the curriculum. We will outline the current instructional strategies in use at the eLearning Café and how they can be applied to The Clark School.

A.3.13 Professional Development

Teaching in a blended environment requires skills that are not typically taught in schools of

education. We will ensure our instructors receive training that will help support effective implementation of the curriculum by:

- Providing onsite training with each content provider.
- Attending conferences and workshops such as iNACOL to learn new methods of blended teaching.
- Visiting other successful schools to learn what practices make them successful.
- Working with the Sierra Nevada College Education Department to train students in blended learning, in part through teacher training at The Clark School.

A.4: Assessment and Accountability

A.4.2 Formative and Summative Assessment Tools

1. NWEA's Measures of Academic Progress (**MAP**) tests for English, Math and Science are computer-based adaptive assessments that provide a wealth of data for teachers and parents. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty. The underlying data driving the assessment ensures remarkable accuracy, based on over 24 million assessments given over 30+ years. Their equal-interval RIT scale increases the stability, providing grade-independent analysis of a child's learning. In addition, we can compare our results with those in the local schools who also administer MAP tests. Map tests are typically given three times a year, at the beginning, middle and end of the year, to provide three data points.
2. For individual high school core courses, **APEX** diagnostics at the end of each mastery-based unit provide a detailed review of what concepts students have mastered and which require further study before taking the final unit test. Students take these diagnostic tests typically once every 1-2 weeks, depending on the pace at which the student is completing the course.
3. The artificial intelligence-based **ALEKS** assessments in math are particularly useful in identifying areas where students need additional assistance in math for grades 2 through early college, as well as serving as a useful baseline and placement test. Detailed progress is recorded over time, such as attendance, topics learned per hour, topics learned since the last assessment, topics not yet mastered, topics ready to learn, etc. ALEKS tests are administered automatically by the program, after a student has mastered a certain number of topics (to verify mastery) or after the student has not been on the program in some time (to ensure no loss of mastery). The instructor can also request the system to deliver an assessment at any time.
4. For our English language learners, we will use evidence-based methods and assessments provided by such providers as **WIDA** and **Fast ForWord** to help achieve fluency and literacy.

5. We administer **PLAN** and **EXPLORE** tests to our college-bound students in grades 7-11. This pre-ACT test is an excellent predictor of subsequent success on the ACT, and provides detailed information on areas the student needs to study in order to improve their scores. Tests are given on request in one three-to-four hour session on a Saturday morning during the school year, simulating actual test conditions.
6. We will administer **ACCUPLACER** tests in an effort to achieve zero need for remediation in English or math once our students enter college. By testing early and often, we can identify any areas of deficiency and ensure proficiency before graduation.

There are other tests on the horizon as well, including the **SBAC** tests under development in alignment with CCSS. We will be constantly monitoring the best available tools and adding to or changing the assessment mix as better options are developed that allow us to monitor student progress with valid and reliable tools.

A.4.3 Our Approach to Assessments

We use a combination of assessment tools and diagnostics to measure and track student progress, understanding that more tests help build a stronger picture of student progress by being able to triangulate data. We emphasize real-time results, as having immediate data on student progress is essential to being able to identify areas where a student needs help and provide prompt intervention. Having timely assessment results is a major factor in ensuring positive student academic outcomes.

A.4.4 Use of Longitudinal Data to Measure Success

According to Achieve.org, correct and consistent use of longitudinal data can to inform policy and practice “from the classroom to the state house.” We will use longitudinal data to measure results, guide decision-making, and determine whether and how our school is on track for, meeting, or exceeding our academic goals. Our longitudinal data is a feature of our Genius Student Information System, and its use in collating data is discussed under Assessments.

More specific information on exactly how data will be used to measure success will be provided by the School Administrator.

A.4.5 Strategy for Use of Data

Carefully chosen assessments are important tools in achieving and documenting outcomes, but they are useless if they are not reviewed soon after they are administered. APEX and ALEKS results are posted to the instructor’s email and the student information system immediately to scan for intervention. Weekly staff meetings to review results allow teacher observations to be compared to results for informed intervention. Weekly emails showing quantifiable progress against goals are emailed to the parent once a week with an accompanying note flagging any result of

interest. Parents also have access to student progress via their Genius account.

Grouped outcomes data are compiled in the Genius SIS and presented monthly to the staff and Board and compared against goals towards student achievement, and presented annually to the broader community and Nevada Report Card. The assessment data provide critical information that verify whether we are achieving our mission to help our students achieve exceptional academic success, and if not, helps us quickly identify appropriate intervention measures to help us get back on track.

The Clark School understands and is committed to meeting the assessment requirements applicable to all Nevada public schools, consistent with state law and relevant policies of the State Public Charter School Authority, and to administering an assessment plan in accordance with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.048 - .083.

A.4.6 Data Management Plan

Student assessment data is managed through our Genius Student Information System, which generates several types of reports by individual and group.

A.4.7 Promotion Policy

To be provided: a school policy on promoting students to the next grade level and for graduation from the school based on clear measures of demonstrated proficiency.

A.5: Tentative School Calendar and Daily Schedule

A.5.2 Proposed Dates for Accepting Applications

Applications will be accepted beginning with the date of charter school approval or March 1, 2013 (for a July 1, 2013, start), whichever comes first.

A.5.4 Rationale for Alternative Schedule

We are proposing an alternative, year-round schedule because we believe it is an important contributor to academic success, based on our experience this past year operating seven days a week, year round.

The attached sample calendar for school year 2012-2013 shows a total of 252 teaching days (and an available 151,200 minutes) a year, including Saturdays, based on research indicating improved outcomes for year-round and/or Saturday school while preventing the dreaded "summer slide." This calendar is aligned to the school district breaks and designated holidays so that families with students in more than one school can still vacation together. It also allows ample time for professional development by giving Clark School staff the opportunity to visit

other schools, attend conferences, and juggle schedules.

Daily hours of operation of the school are 8AM to 6PM, Monday through Saturday. There is no standard daily class schedule as it varies with the student and course load. An individualized plan of instruction is formed for each student that aligns with graduation requirements, and a schedule developed to ensure course deadlines are met. Competitive athletics events, travel, illness are all accommodated such that each student gets a minimum of two hours of group instruction in each subject; additional one-on-one tutoring is available by appointment with the instructor of record. Students proceed at their own pace, sometimes much slower and sometimes much faster than average, but all students reach proficiency (generally 90%, sometimes 80%) before being allowed to proceed to the next unit. Thus students are allowed by Nevada law to demonstrate progress through achieving proficiency rather than seat time. Focusing on outcomes rather than attendance is one key way to achieve high academic goals.

There are two exceptions to the proficiency-based, individualized calendar. One is the Special Ed students, who are on individualized, daily schedules that allow intense, one-on-one or small group instruction from four to six days a week. In this way we have been able to document exceptional progress with our Special Education students this year, a practice we would like to expand upon at The Clark School. The second exception is the English language learning student population, who will be learning English and math in an immersion environment for eight hours a day, seven days a week, in order to gain rapid fluency and literacy.

A.6: School Climate and Discipline

A.6.1 School Policies vs. Educational Goals

The school policies for discipline and climate reflect our educational goals: an atmosphere of high expectations, support for achieving goals, and intolerance for breaking rules. Students not focused on academic success, or those distracting those who are, will find a better academic fit in traditional public school.

A.6.2 Philosophy Regarding Student Behavior

Student behavior is expected to encourage a safe and orderly learning environment by teaching students to respect themselves, their fellow students, and their environment. Behavior guidelines will generally follow those of Washoe County School District with some additional requirements, such as students will be expected to keep their school environment in clean condition and no disrespect of parents will be tolerated. Students and parents will sign a code of conduct policy that acknowledges that misbehavior is not tolerated and is grounds for expulsion. School uniforms will reinforce our singular focus on academic achievement.

At the eLearning Café, we installed security cameras in several places and keep a week's worth of video tape recorded. That has proved to be a significant deterrent in vandalism and cheating, and we will install security cameras at The Clark School as well.

Policies for student discipline, suspension, dismissal and expulsion will be developed by the School Administrator and follow NRS 392.465(5) and NRS 392.467(5).

A.6.6 Student Family Involvement

We involve parents in the school by providing access to student online progress reports from home, and by sending weekly progress reports. Each semester we will send out a survey via Survey Monkey asking what parents and students like and don't like about our program, and suggestions for improvement. We will publish the testimonials and survey results on our website, which will hopefully include even more family involvement. As we have with the eLearning Café, we will periodically hold Student Appreciation days where families are invited to join school staff and students to showcase student talents over a barbecue picnic.

A.7: Target Population Information

A.7.1 Target Population

The Committee to Form Clark School believes all Nevada public school students are underserved. Our target population is any motivated student, regardless of background or ability, who would like to excel academically to the best of their ability, particularly in math, science, technology and language arts. We provide differentiated, neuroscience-based instruction to ensure true subject mastery to prepare them for high school and beyond.

A.7.3 Aligning Mission, Curriculum, Teaching Methods, Services and Needs

All students need to learn, but no two students learn in the same way. In an increasingly technologically complex society, there is no one "right" way to teach all students, nor a need to with the vast array of tools at our disposal to ensure effective learning. Our mission is to identify student academic needs and ensure those goals are reached by applying the appropriate resources (teaching, technology, curriculum) to ensure a successful outcome through a blended, differentiated, individualized approach, whatever the student's needs and abilities. We will enroll students on a first-come, first served basis.

A.7.5 At-Risk Students

We welcome at-risk students, but our mission is not intended to serve primarily at-risk students. 10% of last year's graduating class at Incline High School said they would not have graduated, either at all or on time, without assistance from the eLearning Café, so we feel there is much we can offer the at-risk population without focusing on that group primarily.

A.8: Special Student Populations

A.8.1 Identification and Accommodation

We identify ELL, Special Ed, GT, and special needs students primarily by documentation provided by a professional, by test results, by parent or teacher referral, or by observation (e.g., ELL students). Parents release all academic records to us from the school of record in accordance with FERPA regulations.

However, we have learned these past two years that a specific “label” may not be indicative of student potential, and screening for such students is often not necessary when good baseline data are obtained. Unbeknownst to us, we have served many students this year who turned out to be special needs students who were allowed extensive modifications at traditional school, but who did not need special accommodations to achieve significant academic gains using our differentiated approach to instruction. One of our 504 students who historically found math challenging to the point of not being able to complete high school requirements for graduation last year just completed six units of college algebra through an artificial intelligence-based math course we offer.

We have asked ourselves whether it is important to devote resources to screening and labeling students, versus getting an accurate baseline of information about what the student knows and making an individual plan for progress from there which can be closely monitored in time for rapid intervention. For example, the self-paced nature of some of our courses allows GT students to progress quickly without our having to label them as such. At the other end of the spectrum, the fact that special needs students can control the rate at which information is being fed to them, such as by repeating an instructional video without a given time constraint such as a school bell signaling the end of class, means special needs students are better able to master the material over time with much less frustration. A student who might be a documented 504 student can be identified as having a special talent in paleontology, for example, which allows us to tailor English instruction to those interests by writing essays about famous fossil scientists, for example.

The one exception to the above would be the ELL students, too many of whom are not learning to be fluent and literate in English quickly enough to succeed in school. Those students will be immersed in English language learning several hours a day, six days a week, until fluency is achieved as documented by accepted school district tests of language fluency.

A.8.2. Response to Intervention

Likewise, our intervention to help students falling behind is a matter of constantly monitoring progress through real time assessments delivered several times a day, allowing rapid intervention when needed. The typical intervention is to assign the students to work with an instructor one on one, on a defined schedule, until the requisite progress has been achieved, at which point the student earns the right to work more independently again.

Being able to monitor real-time progress and intervene immediately has been a very successful approach with special ed, special needs, credit recovery, and at-risk students, and has allowed us to achieve superior academic results much more effectively than the typical multi-tiered response to intervention which often takes weeks to identify and take action.

A.8.3. Special Education Revenues and Expenditures.

To be provided: a narrative providing a clear explanation of our proposed school's Special Education related revenues and expenditures identified in the budget submitted under section C.1 (i.e., Special Education salary and benefits; contracting for professional services such as a psychologist, speech, OT/PT, etc...; transportation for reimbursement for parents; supplies (i.e., testing materials, protocols, specific materials for special needs students, etc...).

This request requires additional research before a formal response can be provided.

A.8.4. Special Education Continuum of Service Delivery Model

As with our RtI model above, we have no particular continuum of service delivery model that we follow. We identify what the student knows, establish an individualized plan of instruction for core courses to be completed within a given time, monitor progress closely, and provide additional resources if needed. Our success following this model, as documented by course outcomes and parent satisfaction, leads us to stick with what is working. We appreciate that these approaches might seem naïve to some seasoned professionals, to which we would respond that the data show this approach to intervention, language learning, and special needs is working well – without the services of a license special education teacher -- and deserves close consideration.

A.9: Records

A.9.1 Requested Information per NAC 386.360

- a. We do not yet know the name and title of the person who will be responsible for maintaining records of pupils and providing records of pupils to the school district in which the charter school is located for inclusion in the automated system of accountability information for Nevada (NRS 386.650). That person will ensure compliance with applicable federal and state requirements for maintenance and transmittal of school records including as provided for under the Federal Family Education Rights and Privacy Act (FERPA).
- b. Our student information is managed in a Student Information System called Genius SIS which was chosen after extensive research into available SIS providers. The software has been extensively customized for our needs to be accessible to parents, staff, students, and administrators, including local school administrators. All

content providers are integrated into the system, which greatly streamlines communications with parents and following progress with several different content providers. Emergency contact information, health and immunization data, class schedules, disciplinary actions and academic performance, assessment results, cumulative records, transcripts and documentation required pursuant to state and federal law are all maintained in this system. Our charter school sponsor is welcome to have direct access to it as well.

- c. The name and title of the person who will be responsible for the records of pupils if the charter is dissolved or the written charter is not renewed is not currently known.
- d. Student records are stored online on the Genius server, and backed up daily. To ensure student privacy, we generally do not keep written records on hand. Those kept on the premises until they can be scanned and shredded are kept in a locked file in the Administrator's office.
- e. We assure that the school will forward all permanent student records to the office of student records of the school district of residence of each pupil upon closure of the school or upon a pupil's graduation or withdrawal from the school.

B. ORGANIZATIONAL PLAN

B.1: Governing Body

B.1.4 Recruitment of Board Members

A description of how the governing body will recruit members, including a plan that addresses the involvement of parents, professional educators, and the community in governance of the school, is included in the attached bylaws.

B.2: Composition of the Committee to Form the School

We are very pleased to have developed a committee to form the school that is :

- composed of members representing the diversity of the community the school proposes to serve;
- free from domination by members of the same religious, ethnic, or racial group;
- lacks related (by birth or marriage) parties;
- includes members who are aware of their duties and responsibilities as public servants; and
- includes two teachers licensed to teach the grades proposed to be served by the school.

The committee has the capacity to:

- Oversee the successful development and implementation of the proposed education program,
- Ensure the effective and responsible management of public funds, and
- Be responsible for the school's compliance with its legal obligations.

This is a committee that will represent the community's interests well and has the capacity to found and sustain a quality school.

B.2.1 Committee Members' Association with Other Charter Schools

One member of the Committee to Form Clark School has association or affiliation with another charter school in Nevada. Details:

(a) Name: Jim Clark

(b) School: Mariposa Dual Language Academy, 3875 Glen Street, Reno, NV 89502.

(c) The dates on which the member was associated or affiliated with the charter school: 2001 to present.

(d) A statement indicating whether the member is presently associated or affiliated with the charter school or has ceased the association or affiliation

I ceased "affiliation" with Mariposa on occasion , and on condition, of Washoe County School Board approval of charter. As prospective developer of Mariposa Campus I was not permitted to be affiliated with Mariposa Academy.

(e) If the association or affiliation has ceased, a statement indicating the reason for the cessation.

"Association" with Mariposa Academy has never ceased. My company acquired land and constructed building for campus of the charter school.

(f) A written description of the nature of the association or affiliation.

Landlord of Mariposa Academy and major financial supporter of charter school's affiliate, Amigos de Mariposa, a Nevada non-profit corporation.

B.3 Management and Operation

B.3.1 Organizational Structure

To be provided by the School Administrator: a description of organizational structure of the school and its day to day operation, including explanation of the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs.

B.3.2 Responsibilities for Key Management Positions

To be provided by the School Administrator: a description of the primary responsibilities for each key management position and identification of critical skills or experience that will be priorities for fulfillment of those responsibilities, with particular attention to the roles, responsibilities and desired qualifications of the school leader.

B.3.4 Carrying Out the Charter School Laws

To better understand the laws and regulations surrounding charter schools and carry out the provisions of NRS 386.500 to 386.610:

- We have familiarized ourselves with the NRS rules governing charter schools.
- We have read all the minutes of all Authority meetings since its first meeting in February 2012.
- We attended the first meeting of the Charter School Association of Nevada in June 2012.
- We attend meetings of the Charter School Authority by remote videocam.
- We watched the Authority's presentation to the Legislative Education Committee in July 2012.
- We monitor publications of the National Association of Charter School Authorizers to understand the objectives of the Authority and how we can help meet them.
- We meet with and visit other charter schools to learn from their successes.

- We met with our prospective sponsor in June 2012 and hope to meet with them at least monthly to share information and keep up to date with state charter school developments.
- We avoid putting ourselves in a position where interests may conflict.
- We state in our mission that our students' academic achievements are the top priority of the school.
- We state in our bylaws our intent to maintain a diverse governing body that is representative of the communities we represent without undue influence by any one group.
- We have experience with maintaining public accountability and transparency in all operations through our experience with operating the not-for-profit eLearning Café.
- We have no problems asking for assistance when in doubt and will continue to do so, such as asking for access to successful other charter school applications that we might be able to learn from.

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.

B.3.6 Identification of the Kind of School

The Clark School is a state public charter school including all grades K-12.

B.3.7 Lottery System

If more eligible pupils apply for enrollment in the charter school than the number of spaces for pupils which are available, the school will follow the lottery system described in the Nevada Charter School Operation Manual, "Enrollment Procedures and Lotteries" and "Charter School Enrollment to Occur At Any Time During the School Year" at http://www.doe.nv.gov/SD_CharterSchools.htm, per NRS 386.580.

B.3.8 Statement of Who Assisted in Preparing the Application

Only members of the Committee to Form the School participated in preparing this application.

B.3.9 Statement Regarding Limiting the Enrollment of Pupils to a Specified Number

The school will limit the enrollment of pupils to 70 pursuant to Section 2 of R071-10 and NAC 386.180(7). Should more students apply than there are spaces available, lottery procedures will be followed per the Charter School Operation Manual, "Enrollment Procedures and Lotteries" and "Charter School Enrollment to Occur At Any Time During the School Year."

Additional Information

B.3.1 Educational Management Organizations (EMO), Charter Management Organization (CMO), or other Educational Service Providers (ESP)

We have not identified one EMO, CMO or ESP that can address our specific needs. As we want to be free to choose between various content providers according to student needs, interests, and abilities, we do not intend to contract with an EMO, CMO, or ESP.

B.3.2 Distance Education (also known as Virtual or Cyber Schools)

We are not a cyber school or distance learning school.

B.4: Staffing and Human Resources

Key leadership positions will be recruited, hired and employed by the governing body of the school. Most or all persons occupying key positions will reside and will be located in Nevada, and will be Nevada residents. As we are located four miles from the California border and as we expect enrollment of California students, there may be occasion when a significant position will be occupied by a California resident.

B.4.1. Staffing Plan

To be provided by the School Administrator: a discussion of the staffing plan for the term of the charter including anticipated staffing needs and recruitment and retention strategies, and how the plan supports sound operation and successful implementation of the school's educational program. Explanation of how staffing-related budget assumptions align with educational program needs. Identification of staffing needs in terms of anticipated enrollment and growth of the school. Explanation of how the school will determine appropriate experience, training and skills of non-certificated instructional personnel (see NRS 386.590).

B.4.2. Negotiation of Employment Contracts

To be provided: the process by which the governing body of the school will negotiate employment contracts with the employees of the charter school, except as otherwise required by [NRS 386.595](#).

B.4.3. Qualifications of Instructors

To be provided: the qualifications of the persons who will provide instruction. We will seek teachers passionate about teaching and student outcomes and will higher demonstrated ability over credentials.

B.4.4. Teacher Evaluation Procedure

To be provided: the procedure for the evaluation of teachers of the charter school, if different from the procedure prescribed in [NRS 391.3125](#). If the procedure is different from the procedure prescribed in [NRS 391.3125](#), the procedure for the evaluation of teachers will provide the same level of protection and otherwise comply with the standards for evaluation set forth in [NRS 391.3125](#).

B.4.5. Administrator

The name, title, address and telephone number of the person selected to function as the administrative head of the charter school pursuant to [NAC 386.100](#) has not been confirmed.

B.4.6. Administrator Position Description

To be provided: a position description for the school administrator. This person will have broad authority to execute the strategic plan developed in conjunction with the School Board. The School Administrator will also be fluent in English and Spanish.

B.4.7. Process for Employing Administrators.

To be provided: a description of the process that will be used to:

- a. Advertise for, select and employ administrators for the charter school; and
- b. Select new administrators for the charter school in the event of a vacancy in one or more of those positions.

B.4.8. Process for Employing Instructors and Others

To be provided: a description of the process that will be used to advertise for, select and employ instructional staff and other employees.

B.4.9. Information about Currently Known Licensed and Non-Licensed Staff

The name, license number and proposed assignment of each licensed staff member:

1. Kathryn E Kelly, DrPH. Nevada Licensed Teacher #88972 for Secondary School Biology, Health and Environmental Science. Lead Science Instructor.
2. Eric Ayrault, Nationally Certified Teacher in English and Social Studies, Certificate 3311668H. Lead Instructor in English and Social Studies.

National Board for Professional Teaching Standards



The Board of Directors has Declared

Eric C. Ayrault

National Board Certified Teacher

Social Studies - History/Adolescence and Young Adulthood

The mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning.

This candidate has met the high and rigorous standards for what accomplished teachers should know and be able to do, and has successfully completed the national assessment certifying teachers who have met these standards.

Joseph A. Aguerrehere, Ed.D.
President and CEO

Gov. Bob Wise
Chair, Board of Directors

Christy C. Leebings
Vice-Chair, Board of Directors

Certificate Number: 01170535

Issued: November 20, 2009 Expires: November 20, 2019

State of Washington

EDUCATION CERTIFICATE

NAME: ERIC C AYRAULT

CERTIFICATE NO.: 336188H

CERTIFICATE TYPE: CONTINUING TEACHER

ISSUE DATE: 08/03/2000

ENDORSEMENTS: 4-12 ENGLISH
4-12 HISTORY
4-12 SOCIAL STUDIES
4-12 SPEECH

VALIDITY SUBJECT TO COMPLETION OF 150 CLOCK HOURS EARNED
EVERY FIVE YEARS



Randy Dow
Superintendent of Public Instruction

Alteration Renders This Certificate Null and Void

847236

DO NOT REMOVE THIS PORTION OF THE CERTIFICATE

This certificate authorizes you to practice in Washington State.

Additional information regarding certification is enclosed.

For further information please contact:

OSPI, Professional Education & Certification:

PO Box 47200, Olympia, WA 98504-7200

Phone: (360) 725-6400

Fax: (360) 586-0145

Email: cert@k12.wa.us

Web: www.k12.wa.us/certification

If you receive information from a source other than the OSPI Certification Office, it is your responsibility to contact OSPI to ensure you have accurate information.

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ESTABLISHED THROUGH:

JUNE 30, 2011

SPI PROFESSIONAL EDUCATION
AND CERTIFICATION

CERTIFICATE VALIDITY
ESTABLISHED THROUGH:

JUNE 30, 2016

SPI PROFESSIONAL EDUCATION
AND CERTIFICATION

License for Educational Personnel

License No. 0000088972

This License Certifies That

KATHRYN E KELLY

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)
QUALIFICATION	SPECIAL	8/24/2010	7-12 BIOLOGICAL SCIENCE(8/24/2010) ENVIRONMENTAL SCIENCE(8/24/2010) HEALTH(8/24/2010)	8/24/2013	0001,0002 9998
QUALIFICATION	SPECIAL	8/24/2010	K-12 SUB SUBSTITUTE(8/24/2010)	8/24/2013	


State Superintendent of Public Instruction

Your license/endorsement(s) were issued to you on a provisional basis. In order to maintain validity of any particular license or endorsement, all provision(s) must be removed by the date(s) specified below. Provision # 1-4, as well as any competency testing provisions, MUST be fulfilled in order to keep the initial and all subsequent license(s)/endorsement(s) valid. Course work provision(s) could affect validity of subsequent license(s)/endorsement(s) issued to you.

Provision Code Summary

Code Number	Provision	To be Removed By
0001	NEVADA SCHOOL LAW	8/24/2013
0002	NEVADA CONSTITUTION	8/24/2013
9998	SEE RIGHT SIDE	8/24/2013

NOTE: Many endorsements issued by this office are contingent upon holding a valid teaching license. Therefore, before you allow any endorsement to become invalid for failing to remove a provision, it is strongly suggested that you contact the Office of Teacher Licensure to insure that your ability to utilize the license/endorsement is not compromised.

The license holder is encouraged to read all supplemental material provided with this license for important information regarding specifics for removing a particular provision. If provisions attached to a license or endorsement is not removed within the timeframe specified, the license/endorsement will become invalid until such a time as the provision(s) is removed or until the license expires, at which time it CANNOT be renewed.

Credits utilized to remove provisions CANNOT be applied toward renewal of the license.

Official transcripts and NTE score reports must be submitted to the Office of Teacher Licensure to remove provisions.

Guidelines and Requirements for License Renewal

Nevada's licensure regulations require that you complete six (6) semester hours of approved credit in order to renew this license. Renewal may not be requested earlier than nine (9) months before the expiration date (NAC 391.070). In order to renew a license, the holder MUST submit:

- The completed application and fee
- Official transcript(s) or certificate(s) of credit
- Completed Child Support Form

Credits may be earned through a regionally accredited college/university, a Nevada Department of Education approved inservice course, or continuing education class (CEU) offered by a provider sanctioned by the Department and who has been pre-approved to offer such a class. Unless otherwise stated, the license holder may take any combination of college/university or State approved inservice (PDE) or pre-approved CEU credits (15 contact hours equivalent to one (1) semester of credit) to fulfill the requirement.

Credits taken to renew a license must:

- Be directly related to the current license/endorsement;
- Enhance the effectiveness of teaching;
- Be in a subject area for which shortages of personnel, as determined by the Board exist; *and/or*
- Be part of an approved program leading to an advanced degree.

Non-traditional renewal credit for travel, teaching at the college/university level or conducting a seminar/workshop, and for full-time employment in an occupational field in which a license has been granted are also available under certain circumstances. Contact the Office of Teacher Licensure for more information regarding these options, if interested.

Credits needed to renew the license must be earned after the issue date of the license and prior to the expiration date of the license.

INITIAL SPECIAL QUALIFICATIONS LICENSE: TO RENEW THE LICENSE, THE HOLDER OF THE SPECIAL QUALIFICATIONS LICENSE MUST SATISFY ANY AND ALL PROVISIONS PLACED ON THE LICENSE AND SHOW EVIDENCE OF PROFESSIONAL GROWTH INCLUDING SUBMISSION OF AN INITIAL INDIVIDUALIZED PROFESSIONAL PLAN.

C. BUSINESS PLAN

C.1: Budget

Per NRS 386.570(2), all money received by the school from this state or from the board of trustees of a school district will be deposited in a Nevada financial institution in this state

C.1.4. Assurance that the School Will Use the Nevada Chart of Accounts

The Clark School's accounting system will use the Nevada Chart of Accounts.

C.1.6. Contingency Plans

To be provided: a statement of how the Board plans to address cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges in the early years of operation, demonstrating a commitment to maintaining the financial viability of the school.

C.2: Financial Management

C.2.1. Financial Responsibility

Our experience with successfully managing a not-for-profit educational enterprise provides directly relevant experience in providing accountability and transparency in all aspects of timely and accurate financial reporting. We will be fully prepared to meet our insurance, annual audit, annual financial report and other key financial management obligations.

The Treasurer of the Board of Directors of The Clark School (to be determined) is the contact person for handling the school's financial liability. The accounting firm is yet to be identified. These persons are responsible for adhering to generally accepted accounting practices (GAAP) and the Charter School Budget and Finance Regulation (See NAC 387.600-387.780), as well as ensuring that any remaining money is returned to the appropriate funding sources, such as state and local authorities and will describe the systems and procedures for managing the school's finances. These individuals will identify the specific systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management. They are also responsible for developing the financial plan for the operation of the charter school which includes procedures for the audit of the programs and finances of the charter school and guidelines for determining the financial liability if the charter school is unsuccessful.

C.2.2. Closing Procedures

To be provided: closing procedures for the school (see NAC 386.335, 386.342, and 386.360).

C.2.3. Audit Firm

Mueller & Company, Incline Village, NV 89451.

C.2.4. Nevada Bank

The school will bank with Umpqua Bank, Incline Village, NV.

C.2.5. Fees, Charges and Deposits for Course Materials or Equipment

None are anticipated.

C.2.6. Designated Person to Draw Orders

The name, title, address, telephone number, fax, e-mail, position description and qualifications of the person who is designated to draw all orders for the payment of money belonging to the charter school pursuant to NRS 386.573 is to be determined.

C.2.7. Minimum Number of Enrolled Pupils Necessary for Financial Viability of the School

70.

C.3: Facility Information Required Per NAC 386.140

The applicable section is NAC 386.140(2). The facility the school we will use currently exists; it is suitable for use by the charter school; and the facility is not owned by the school district in which the charter school will be located. When the negotiations for the space are complete, which is estimated to be about October 15, we will submit an insurance affidavit and certificate of insurance to the Authority as well as:

- a) The address of the charter school;
- b) The type of facility that the charter school will occupy;
- c) A floor plan of the facility that the charter school will occupy, including a notation of the size of the facility which is set forth in square feet;
- d) The name and address of the owner of the facility that the charter school will occupy;
- e) A copy of the proposed lease or rental agreement;
- f) A copy of the certificate of occupancy for the facility when modifications are complete; and
- g) Documentation which demonstrates that the committee has obtained the insurance required by NAC 386.215 and that the proposed sponsor of the charter school is satisfied with the type and amount of insurance or other means that will be used to indemnify the sponsor against financial loss pursuant to paragraph (l) of subsection 1 of NRS 386.550.
- h) Documents which indicate to the satisfaction of the Department that the facility which the charter school will occupy has been inspected and meets the requirements of any

applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation, including inspection for AHERA asbestos compliance. This will be Attachment C.3.3.

- i) Per NAC 386.170(4), evidence which demonstrates to the satisfaction of the Department that the committee has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) of 1970, as amended. This will be Attachment C.4

C.4: Transportation, Health Services and Emergency Services

C.4.1 Transportation

The school will not provide for transportation to and from the charter school. Per NRS 386.520(2)(l), the school will work with parents and guardians to develop a plan for transportation to ensure that pupils have access to transportation to and from the school.

C.4.2 Health Services

To be provided: a description of the manner in which we will provide health services to pupils, including without limitation, the details of any contract that the charter school will enter into pursuant to subsection 1 of NRS 386.560 for the provision of health services to pupils (NAC 386.170)(2)(a)).

C.4.3 Immunization Records

Our Genius Student Information System keeps detailed records on student immunizations pursuant to NRS 392.435. Confirmation of immunization status is required before students are allowed to enroll in class in the SIS, thus ensuring compliance with immunizations and (NAC 386.170)(2)(b)).

ATTACHMENTS

A.3.2 Schedule of Courses by Grade Level

To be provided by the School Administrator and in accordance with Nevada and Common Core State Standards.

A.3.3 Course Descriptions by Grade Level

To be provided by the School Administrator and in accordance with Nevada and Common Core State Standards.

A.3.4 Nevada State Standards Alignment Chart

N/A. We follow the more rigorous Common Core State Standards rather than Nevada State Standards, and will implement them immediately ahead of much of the rest of the state.

A.3.5 Courses Required for Promotion

To be provided by the School Administrator: a designation of the courses that a student must complete for promotion to each grade level and/or high school per NAC 386.150(5) and NAC 389.445.

A.3.6 Typical Daily Schedule

Not applicable.

A.3.7 Courses and Credits Required for Graduation

To be provided by the School Administrator in conformance with developing state criteria for graduation.

A.3.8 Proposed Diploma

To be provided: a copy of the proposed school's diploma (NRS 386.584);

A.3.9 Proposed Transcript

To be provided: a copy of the proposed school's transcript (NAC 386.150(8));

A.3.11 List of Textbooks

As a STEM school, we use primarily online texts which can be quickly updated as science and technology develops. The textbooks vary by content provider, course and year, and we

constantly evaluate them as part of our course review. The exception would be the K12 English and social studies courses which include texts published by K12, Inc., and generally follow the Core Knowledge sequence.

A.4.1 School Assessment Plan

The state requirements for school assessments are undergoing extensive revision, and a reliable plan to administer them cannot be provided until details about the new tests have been provided by NDE. The CRTs are being replaced with SBAC-based assessments; the HSPE may be replaced or deleted altogether, as it is not a reliable indicator of either proficiency or college readiness.

For now, let us confirm that in an ongoing effort to document student progress and outcomes by a variety of means, The Clark School will cooperate with the board of trustees of the State School District in the administration of the achievement and proficiency examinations administered pursuant to applicable statutes and regulations governing the achievement and proficiency of pupils in this State once those new statutes and regulations have been established. We will administer all requested examinations of achievement and proficiency, in a timeframe aligned with any schedules of examinations of achievement and proficiency which are published by the Department of Education and Nevada State School District.

A.5.1 Calendar

Clark School is a year-round school, operating six days a week, ten hours a day, 252 days and 151,200 minutes a year, excluding designated federal and state holidays. Student face-to-face meetings with instructors are generally scheduled 2-3 days a week, with the rest of the work done on site or independently, according to student needs. This allows a wider variety of students to be individually accommodated, and progress made, than a typical 180-day schedule allows. It also allows significant opportunity for professional development without offering any days with less than a full day of instruction. The school year starts on July 1 and finishes on June 30, consistent with the state's academic fiscal year.

The Clark School

Sample 2012-2013 School Calendar

July 2012						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						19

August 2012						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						21

September 2012						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						24

October 2012						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						19

November 2012						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						19

December 2012						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					19

January 2013						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						21

February 2013						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
						18

March 2013						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						26

April 2013						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						20

May 2013						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						22

June 2013						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						24



School Closed/ Holidays



First and Last Day of School

A.5.3. Alternative Schedule Information

2012-2013	Days per Month
July	19
August	21
September	24
October	19
November	19
December	19
January	21
February	18
March	26
April	20
May	22
June	24
Total Days	252
Total Hours	2520
Total Minutes	151,200
Av Days Per Mo	21
Av Hours Per Mo	210
Av Minutes Per Mo	12,600
% Increase Over 180 Days/Yr	140%

A.6.3. Discipline Policy/Code of Conduct

To be provided.

A.6.4. Truancy Policy

The school is not a seat-time based school and therefore does not deal with truancy.

A.6.5. Absence Policy

We do not have an absence policy as we document progress through proficiency rather than seat time as allowed by Nevada state law.

A.7.2. Enrollment Projections

Presenting realistic enrollment projections is a challenge. After extensive research and debate, we believe the following enrollment estimates of students grades K-12 taken from in the greater Lake Tahoe area are realistic and hopefully conservative:

2013-2014	60
2014-2015	80
2015-2016	90
2016-2017	100
2017-2018	110
2018-2019	120

Because of the individualized nature of instruction, focus on a certain age or grade range is less important than a clear focus on successful academic outcomes in math, science, technology and language arts for students with a wide range of capabilities. Additional information:

- a. Community demographic information is provided in Section A.1.4.
- b. Evidence of community or family demand for the proposed school is evidenced by our current nine students enrolled with us as full-time homeschoolers.
- c. Enrollment data from schools currently operating in community is provided in Section A.1.4.

A.7.4. Student Recruitment

Our outreach and recruitment plan will focus on the following groups:

- 1. English language learners, accessed through a combination of:
 - A Spanish-speaking School Administrator at The Clark School
 - Outreach to the local Spanish-speaking congregations at the Catholic churches
 - Open houses introducing board members from other successful charter schools

- such as Mariposa Dual Language Academy in Reno to introduce The Clark School.
2. Advanced students desiring a STEM focus to their academic career. Many of these students are currently taking forensics, archeology, genetics, mechanical engineering, electrical engineering, and similar courses at the eLearning Café, some of whom would welcome the chance to focus on STEM full time.
 3. Currently homeschooled students, many of whom are already enrolled full time at the eLearning Café officially as homeschooled students and would become Clark School students.
 4. Special ed students, some of whom are currently enrolled as fulltime homeschooled students at the eLearning Café and would become Clark School students.
 5. Competitive athletes throughout the west coast, many of whom take compressed, advanced math and science courses with us in order to meet their academic and athletic obligations on a more flexible schedule. The Far West Ski Association has posted information on its website regarding courses available at the eLearning Café.
 6. Students graduating from the Lake Tahoe School (K-8), most of whom leave Incline for high school.
 7. Students at risk of dropping out of traditional high school, or have already dropped out, and need a different environment in which to succeed academically.
 8. Realtors trying to attract new families to Incline Village, many of whom might locate here with additional academic options in the public schools.

A.8.5. Special Education Policy Assurance Document

We have not been able to locate a copy of this document in the application.

A.8.6. Rtl Referral Packet and Flowchart

Not applicable. Please see narrative.

A.8.7. Special Education Continuum of Service Delivery Model

Not applicable. Please see narrative.

A.9.2. Policy Regarding Retention of School Records (NAC 386.360 and NAC 392.301 – 392.360)

To be provided.

B.1.1. Letter from Counsel

Our bylaws were prepared by a licensed attorney who is not licensed in Nevada. They were reviewed by him; they comply with the model bylaws and “Applicant Instructions”; they are legally sufficient as to form and content, and they were reviewed for compliance with Nevada's Open Meeting Law (NRS Chapter 241. In the revised application we will submit a letter from a

Nevada-based attorney to confirm the above.

B.1.2. Bylaws

B.1.3. Bylaw Stipulations 1-17 (Included in Bylaws)

DRAFT BYLAWS
OF
THE CLARK SCHOOL

ARTICLE I
INTRODUCTION; LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is The Clark School (hereinafter referred to as the “School”). The School is located at Incline Village, Nevada, at an address to be determined.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the State Public Charter School Authority (SPCSA). The Governing Board of the School is an independent body under the authorization of the SPCSA. The Board plans and directs all aspects of the school’s operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386.

ARTICLE II
PURPOSE AND MISSION

Section 1. Purpose and Mission. Per NRS 386.520(4)(b), the purpose of the School is to improve the academic achievement of pupils using effective and innovative methods of teaching, regardless of economic status or background. Achievement will be documented by accurate measurement of the educational achievement of our students. The mission for which the School is organized is to become a top quartile Nevada school in English, math and science within three years, and a top decile school within five years, by providing differentiated, neuroscience-based instruction to ensure true subject mastery, and to engage in any activity permissible to meet those goals. (Item 17.)

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

ARTICLE III
GOVERNING BODY

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

(a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;

(b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.

(c) To develop an annual School schedule of events and activities;

(d) Establish and approve all major educational and operational policies;

(e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;

(f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;

(g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;

(h) To submit a final budget to the state pursuant to statute and regulation;

(i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;

(j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.

(k) To ensure ongoing evaluation of the School and provide public accountability;

(l) To uphold and enforce all laws related to charter school operations;

(m) To improve and further develop the School;

(n) To strive for a diverse student population, reflective of the community;

(o) To ensure adequate funding for operation;

(p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;

- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. **(Item 14.)** Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting. **(Item 7.)**

Section 3. Qualifications; Election; Tenure. The Board shall be composed of nine Directors and one non-voting ex-officio member. **(Items 2 and 3.)**

(a) The Board's membership shall adhere to the statutory requirements of NRS 386.549.

(b) One Board member shall be selected by the parent organization for the School.

(c) A majority of Board Members shall be residents of the county in which the school is located.

(d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

(e) Membership of the governing body will represent the diversity of the community; will be free from domination by members of the same religious, ethnic or racial group; and lacks related (by birth or marriage) parties. **(Item 15.)**

(f) Expertise represented on the Board will include, at a minimum, legal, education, financial, and fundraising. **(Item 5.)**

(g) The Board Members shall serve no more than four (4) consecutive terms of two (2) years each except that during the first year of operations five (5) of the nine (9) initial directors shall hold office until the next annual meeting. Thereafter so long as there are nine (9) directors, in odd numbered years five (5) directors shall be elected to two year terms and in even numbered years four (4) directors shall be elected to two year terms. In the event the number of directors changes then as close as possible to one half (1/2) of the directors shall be elected in even numbered years and the remaining directors shall be elected in odd numbered years. When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy. **(Items 8 and 9.)**

(h) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Board Member and provide the sponsor and the Department of Education with the new member's resume and affidavit as required pursuant to NRS 386.549(1).

(i) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in **[month as determined by Board]** of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled monthly board meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member

of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada's Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting. All governing body meetings will be audio recorded in compliance with Nevada's Open Meeting Law, and the recordings will be available to the school's sponsor. (Item 16.)

Section 5. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than monthly and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School.

Section 6. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2).

(a) Committee Reports shall be provided in written format. Unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.

(b) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. (Item 13.)

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 9. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The

Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

Section 10. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 11. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 12. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 13. Proxy Voting. Proxy voting is not permitted.

Section 14. Compensation. No member of the Board shall receive any compensation for serving in such office; provided that, the School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 15. Closed Sessions. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

Section 16. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be provided general board training no less than one time per year. Board members not participating in training shall be subject to removal. (Item 4.)

Section 17. Protocol. The Board shall use Robert's Rules of Order. (Item 6.) If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 18. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

Section 19. Insufficient Members to Ensure Compliance with Statute and Bylaws. The only action that may be taken by a governing body lacking the required number or type of members is action to add members who will bring the governing body back into compliance with statute and its bylaws. (Item 13.)

ARTICLE IV

OFFICERS

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one year and until their successors have been duly elected and qualified. Should there be more than one nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

(Item 10.)

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

ARTICLE V

STAFF

The Board may appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI PARENT COUNCIL

There shall be a Parent Council to facilitate parent involvement with the School. The Parent Council shall have the right to nominate a member to be on the Board from those of its members who have participated in a School-provided orientation program. (Item 10.)

ARTICLE VII CONTRACTS, LOANS, AND DEPOSITS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3. Checks, Drafts, and Notes. Only financial institutions in Nevada will be used by the school. (Item 11.) All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of _____. (TBD)

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians federally insured depositories located in the State of Nevada as the Board may select. (Item 11.)

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year shall begin on July 1 and end on June 30.

ARTICLE VIII PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such

conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

ARTICLE IX INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE X AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor. (Item 12.)

ARTICLE XI DISSOLUTION

Section 1. Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of as they see fit.

ARTICLE XII PURPOSE OF THE BYLAWS

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this ___ day of _____, 20__ . _____, Secretary

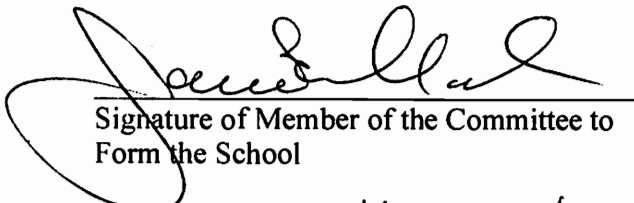
B.2.2. Assurances

Statement of Assurances
Revised March 25, 2009

1. The charter school herein named, The Charter School,
(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.

NOTARIZED STATEMENT

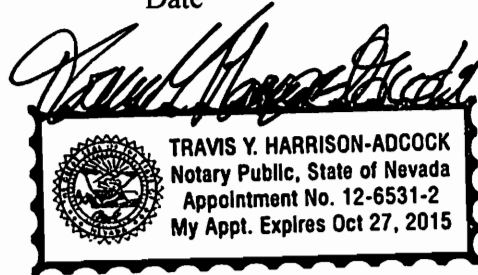
I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed 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.


Signature of Member of the Committee to Form the School
Committee Member
Title

James F. Clark
Name Printed
9-4-12
Date

Subscribed and sworn to before me

This 4 day of Sept 12
date month year



(Notary Public Seal)

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

B.2.3. Members of the Committee to Form The Clark School

Provided below and on the front page of the application. The resume of each member is attached, including photocopies of licenses to teach.

Members of the Committee to Form The Clark School

NRS 386.520 Membership Category	Quantity	Name	City and State of Residence
Currently licensed or retired Nevada-licensed teacher OR school administrator with an out-of-state license	1	Stacey Cooper	Incline Village, NV
Currently licensed or retired Nevada-licensed teacher	1	Kathryn Kelly	Incline Village, NV
Parent of a pupil who will be enrolled in the school and who is not a teacher or employee of the proposed school	1	David Kempler	Incline Village, NV
Persons with knowledge and experience in accounting, financial services, law, or human resources	2	David Rotman (law)	Incline Village, NV
		Georgette Porter (HR)	Reno, NV
In addition, no more than four additional of the following:	4		
<ul style="list-style-type: none"> Members of the general public 		Carly Lippert Jim Clark	Incline Village, NV Incline Village, NV
<ul style="list-style-type: none"> Representatives of nonprofit organizations or businesses 		Bill Lennartz	Indio, CA
<ul style="list-style-type: none"> Representatives of a college or university within the Nevada System of Higher Education 		Erika Gillette (to be confirmed)	Incline Village, NV

License for Educational Personnel

License No. 0000088972

This License Certifies That

KATHRYN E KELLY

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)
QUALIFICATION	SPECIAL	8/24/2010	7-12 BIOLOGICAL SCIENCE(8/24/2010) ENVIRONMENTAL SCIENCE(8/24/2010) HEALTH(8/24/2010)	8/24/2013	0001,0002 9998
QUALIFICATION	SPECIAL	8/24/2010	K-12 SUB SUBSTITUTE(8/24/2010)	8/24/2013	


State Superintendent of Public Instruction



Your license/endorsement(s) were issued to you on a provisional basis. In order to maintain validity of any particular license or endorsement, all provision(s) must be removed by the date(s) specified below. Provision # 1-4, as well as any competency testing provisions, MUST be fulfilled in order to keep the initial and all subsequent license(s)/endorsement(s) valid. Course work provision(s) could affect validity of subsequent license(s)/endorsement(s) issued to you.

Provision Code Summary

Code Number	Provision	To be Removed By
0001	NEVADA SCHOOL LAW	8/24/2013
0002	NEVADA CONSTITUTION	8/24/2013
9998	SEE RIGHT SIDE	8/24/2013

NOTE: Many endorsements issued by this office are contingent upon holding a valid teaching license. Therefore, before you allow any endorsement to become invalid for failing to remove a provision, it is strongly suggested that you contact the Office of Teacher Licensure to insure that your ability to utilize the license/endorsement is not compromised.

The license holder is encouraged to read all supplemental material provided with this license for important information regarding specifics for removing a particular provision. If provisions attached to a license or endorsement is not removed within the timeframe specified, the license/endorsement will become invalid until such a time as the provision(s) is removed or until the license expires, at which time it CANNOT be renewed.

Credits utilized to remove provisions CANNOT be applied toward renewal of the license.

Official transcripts and NTE score reports must be submitted to the Office of Teacher Licensure to remove provisions.

Guidelines and Requirements for License Renewal

Nevada's licensure regulations require that you complete six (6) semester hours of approved credit in order to renew this license. Renewal may not be requested earlier than nine (9) months before the expiration date (NAC 391.070). In order to renew a license, the holder MUST submit:

- The completed application and fee
- Official transcript(s) or certificate(s) of credit
- Completed Child Support Form

Credits may be earned through a regionally accredited college/university, a Nevada Department of Education approved inservice course, or continuing education class (CEU) offered by a provider sanctioned by the Department and who has been pre-approved to offer such a class. Unless otherwise stated, the license holder may take any combination of college/university or State approved inservice (PDE) or pre-approved CEU credits (15 contact hours equivalent to one (1) semester of credit) to fulfill the requirement.

Credits taken to renew a license must:

- Be directly related to the current license/endorsement;
- Enhance the effectiveness of teaching;
- Be in a subject area for which shortages of personnel, as determined by the Board exist; *and/or*
- Be part of an approved program leading to an advanced degree.

Non-traditional renewal credit for travel, teaching at the college/university level or conducting a seminar/workshop, and for full-time employment in an occupational field in which a license has been granted are also available under certain circumstances. Contact the Office of Teacher Licensure for more information regarding these options, if interested.

Credits needed to renew the license must be earned after the issue date of the license and prior to the expiration date of the license.

INITIAL SPECIAL QUALIFICATIONS LICENSE: TO RENEW THE LICENSE, THE HOLDER OF THE SPECIAL QUALIFICATIONS LICENSE MUST SATISFY ANY AND ALL PROVISIONS PLACED ON THE LICENSE AND SHOW EVIDENCE OF PROFESSIONAL GROWTH INCLUDING SUBMISSION OF AN INITIAL INDIVIDUALIZED PROFESSIONAL PLAN.

B.2.4. Committee Members' Responses to "Request for Information"

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

Name of Prospective Board or CFS Member: James Clark

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. I so affirm.
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board and/or CFS? Acquaintance with Kathryn Kelly.
3. Explain why you would like to serve on the board and/or CFS. I believe that there is a cohort of students in the Incline/Crystal Bay area that are not being effectively taught by county schools.
4. Have you previously served on a board or CFS of a school district or a not-for-profit corporation (including the board of a parochial or independent 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. Yes. I serve on the board of St. Andrew's Academy in Chester, CA. I previously served on the CFS for Mariposa Dual Language Academy, Reno, NV. I bought land and built the structure for the school which required that I go off the board to avoid a conflict of interest. I have been landlord for Mariposa Dual Language Academy School since 2002. I have learned the importance of hiring dedicated teachers and running a disciplined budget.
5. What is your understanding of the appropriate role of a public charter school board or CFS member? To set policies and procedures for management.
6. What relevant knowledge and experience will you bring to the board? I am a member of the State Bar of California, landlord to a charter school, donor to that school's fundraising affiliate.
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 the first year all students will be performing at grade level; by the fourth year student performance will exceed grade level and a number of enrichment programs will have been adopted.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? The charter school will achieve academic excellence by using a blended approach to delivery of educational services.
9. Are you familiar with the school's proposed educational program? How would you describe it?

Yes, the program is based on blended learning which will combine face-to-face instruction with highly capable teachers; proven, proficiency-based educational materials aligned to Common Core State

Standards; and selective use of technology to individualize delivery of content according to student needs, primarily in the areas of science, math, technology, and language arts.

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 dedicated to learning above all other considerations. My expectations are that the number of instruction days and hours will far exceed the minimum in order to produce superior academic results.

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. Yes. Stacey Cooper is principal of Incline High School; Kathryn Kelly, Georgette Porter, Carley Lippert, Bill Lennartz and Erika Gillette are all fellow board members or employees of the eLearning Cafes.

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. Yes. Kathryn Kelly. Please see answer to #11 above.

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.

14. N/A. The school does not intend to partner with an EMO/CMO/ESP.

15. N/A. The school does not intend to partner with an EMO/CMO/ESP.

Name of Prospective Board or CFS Member: Kathryn Kelly

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.

Yes.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board and/or CFS?

In creating the charter school application.

3. Explain why you would like to serve on the board and/or CFS.

To be able to expand the successful student outcomes we have achieved at the not-for-profit eLearning Café to a broader population who could benefit from a blended approach to learning.

4. Have you previously served on a board or CFS of a school district or a not-for-profit corporation (including the board of a parochial or independent 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 served for a year on the Board of Nevada Connections Academy from 2010-2011. That experience led me to found the not-for-profit eLearning Café in 2011, and I currently serve on its Board of Directors as an ex-officio member in my role as Founder and Chief Learning Officer. I have had no relationship with the Nevada Connections Academy in some time.

5. What is your understanding of the appropriate role of a public charter school board or CFS member?

To guide the strategic planning of the school. To choose exceptional individuals capable of carrying out the strategic plan for which the board is ultimately responsible. To hold them accountable for results. To ensure successful outcomes in accordance with our goals. To ensure adequate funding is made available to achieve those results. To be accountable to our sponsor and to communicate with them frequently. To adhere to state standards, rules and regulations. To report outcomes frequently and publically.

6. What relevant knowledge and experience will you bring to the board?

My experience in creating the academically successful eLearning Café will greatly streamline the process of setting up a charter school using blended approaches to achieve exceptional results. I am also in the process of getting a Masters of Education in Learning and Technology from Western Governors University, which has provided important resources to help ensure the success of The Clark 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?

In the application I have outlined in some detail where I imagine the school will be in three and five years. Please refer to that for a more developed answer.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The Clark School's mission is to become a top quartile Nevada school in English, math and science within three years and a top decile school within five years by providing differentiated, neuroscience-based instruction to ensure subject mastery. I have detailed the school's philosophy in the application.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Yes. The educational program is based on blended learning, which combines face-to-face instruction with neuroscience- and technology-based delivery methods to allow individualized learning, significant student progress, and exceptional outcomes.

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?

As committee member David Rotman stated so well, the success of the school is defined by the success of its students. The board will need to take all steps necessary to ensure the success of its students, beginning day one, notably by hiring an exceptional School Administrator and then giving him or her the authority and responsibility to ensure successful outcomes as well as the funding to ensure that can be achieved.

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 know all the committee members and have met all of them through the eLearning Cafe. Clark, Gillette, Lennartz and Lippert are active members of the Board of Directors of the eLearning Cafe. Cooper is the principal of Incline High School and serves on the Board of Advisors of the eLearning Café. Kempler is the parent of one of our full-time students and serves on the Board of Advisors of the eLearning Café. Porter is Executive Director of the eLearning Café. Rotman is a local attorney I met last year when he dropped in to the café to learn more about it. The fact that so many have given generously of their time to the extent that they would like to further expand our achievements under the auspices of The Clark School speaks volumes about their commitment to the academic success of our students and their belief in our ability to achieve our goals.

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.

Prospective school employees Liz Brown, Meli Arciniega, Benn Whitney, and Eric Ayrault are all currently instructors at the eLearning Café. Nationally-certified teacher Eric Ayrault is a first cousin and public high school teacher in Seattle.

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.

Yes. I have discussed formal and informal affiliations between The Clark School and executives of the following groups, as discussed in the application. These are all professional affiliations I have met through the eLearning Café.

- Chris Sewell, CYMBAL, Music
- Elena Reinhart, Tahoe Language Camp, summer language camps
- Madylon Meiling, Lake Tahoe Summerfest, Arts and Music
- McAvoy Layne, Mark Twain Cultural Center, Humanities

The eLearning Café will continue to exist as a community learning center and share resources with The Clark School. It is not “converting” to become The Clark School.

14. N/A. The school does not intend to partner with an EMO/CMO/ESP.

15. N/A. The school does not intend to partner with an EMO/CMO/ESP.

Name of Prospective Board or CFS Member: Dave Kempler

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.

True

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board and/or CFS?

The school, "eLearning Café" already exists as a privately subsidized entity. I serve on the board of advisors. I support the decision to apply for charter status.

3. Explain why you would like to serve on the board and/or CFS.

I have been a member of this community for well over 20 years and own a business here. My high school aged daughter takes classes at the Café and am therefore very interested in the success of the school which in turn will benefit my child. As a contributing member of the existing board, I have no reason to believe that further ideas and support will cease with the passage of time.

4. Have you previously served on a board or CFS of a school district or a not-for-profit corporation (including the board of a parochial or independent 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 currently serve on 3 boards/foundations/religious order. I have served as president and vice-president of a foundation that funds the music programs for local schools and community and as the secretary of a local congregation of an international religious order. I am considering accepting another position on another classical music based non-profit.

5. What is your understanding of the appropriate role of a public charter school board or CFS member?
- To creatively and practically support the school and its curriculum as an alternative source of local education as well as examine/adopt known learning style alternatives.

6. What relevant knowledge and experience will you bring to the board?

I was awarded a position on a regional networking and marketing organization and therefore have a finger on the pulse of business and marketing of such in the area. With this, I will be able to promote classes and activities. In addition, my musical background has already been useful in creating the existing music school, and assume that the musical side of education is where my strengths will lie.

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?

In a physical sense, we're working towards a beautiful new location with multiple attached campuses with experts in different fields instructing different disciplines. If "look" is in the visionary sense, I predict that with the shrinking of the public school budget and the frustration of public school teachers over the great demands put upon them, both students and parents will be quickly looking for stronger and varied programs. Thus in 4 years, I believe that the new charter school will have long been serving the community in offering far greater choices in quality education.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

Currently the school offers both on-line and personal instruction for its students. Its goals have been to help the student to achieve quantifiable success while granting more

freedoms than would be allowed at a public school. At the same time it creates a most comfortable learning environment with non-stop access to instruction and supervision.

9. Are you familiar with the school's proposed educational program? How would you describe it?

To date, this aspect of the schools decision making of such proposals has been outside my scope of advice. I can only assume that it will follow its existing success and refine as the opportunities present themselves.

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 entity of any sort requires dedication, passion, vision and resources. My current experience with the board reveals the first three to a superlative degree. However, resources to keep the school funded and running lack reserve. This no doubt will be a focus of the board.

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 know all the prospective members except Erika Gillette and David Rotman.

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.

I serve on the Board of Advisors at the eLearning Café.

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.

The question is too vague to offer a specific answer.

14. N/A. The school does not intend to partner with an EMO/CMO/ESP.

15. N/A. The school does not intend to partner with an EMO/CMO/ESP.

Name of Prospective Board or CFS Member: William R. Lennartz

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. (Confirmed)
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board and/or CFS? (By being Chairman of the Board of Directors of the eLearning Café)
3. Explain why you would like to serve on the board and/or CFS. (To improve the education environment of our community)
4. Have you previously served on a board or CFS of a school district or a not-for-profit corporation (including the board of a parochial or independent 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.
Previous Non for Profit experience:
 - a. President & CEO Ronald McDonald House Charity of San Diego
 - b. President & CEO San Diego Air & Space museum.
 - c. Treasurer of Dystonia Medical Research Foundation, Chicago IL
 - d. Board member of San Pedro, CA YMCA
 - e. Board Member of Junior Achievement of Los Angeles, CA
 - f. Founding Board Member of Palos Verdes Peninsula Education Foundation, Palos Verdes, CA
 - g. Board Member of Dean's Advisory Board, School of Business, University of Colorado
 - h. Founding board member of Entrepreneur Program, School of Business, University of Colorado.
 - i. Member of Parish Council, nativity Catholic Church, Rancho Santa Fe, CA
5. What is your understanding of the appropriate role of a public charter school board or CFS member? To provide a better educational environment within certain core areas to all members of the community.
6. What relevant knowledge and experience will you bring to the board? Executive Management, Administration, Financial, Fund Raising, and Interaction with the community.
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? A local "Treasure" for the community.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? (To be one of the top-ranked Nevada schools within three years.)
9. Are you familiar with the school's proposed educational program? How would you describe it? (It assumes all students can succeed given the right combination of resources.)
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? (Finding people who are passionate about the school's mission, including an exceptional School Administrator, and ensuring they have the resources and authority necessary to achieve our goals.)

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. (Yes, I know other members of the eLearning

Café Board (Kelly, Lippert, Clark, Gillette), Principal Cooper, eLearning Café parent Kempler, and the eLearning Cafe Executive Director, Georgette Porter.)

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. **We have met three of them but currently no relationships with any of them.**
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)**
14. N/A. The school does not intend to partner with an EMO/CMO/ESP.
15. N/A. The school does not intend to partner with an EMO/CMO/ESP.

Name of Prospective Board or CFS Member: **Georgette Porter**

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. Yes I am over 18
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board and/or CFS? As Executive Director of the eLearning Cafe
3. Explain why you would like to serve on the board and/or CFS. Educational opportunities are critical for our youth. I believe in fostering youth learning with new approaches to prepare our youth for the challenges of tomorrow.
4. Have you previously served on a board or CFS of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? No If you have not had any previous service, discuss why you wish to serve in this capacity. Because my role at the eLearning Café will help support the mission of The Clark School.
5. What is your understanding of the appropriate role of a public charter school board or CFS member? Insuring and oversight of standards for education and the successful implementation.
6. What relevant knowledge and experience will you bring to the board? Knowledge and experience in human resources management.
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? The youth will have attained the standards for their appropriate grade level, I parental involvement and be fiscally sound. What will it be like after four years? To increase student achievement, increase school participants and to have high parental and community involvement

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? To achieve high academic outcomes through individualized instruction.
9. Are you familiar with the school's proposed educational program? How would you describe it? It is a blended learning model designed to help students of all backgrounds and abilities achieve academic success.
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? Ensure there is adequate enrollment to be financially viable and attract excellent teachers to instruct them.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? Yes If so, please so indicate the name of the person and the relationship. Bill Lennartz, professional, Carly Lippert professional, Stacy Copper Professional, Jim Clark Professional, Katherine Kelly Professional.
12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? Yes If so, please so indicate and describe the relationship. Prospective school employees Liz Brown, Meli Arciniega, Kathryn Kelly, Benn Whitney, and Eric Ayrault are current employees of eLearning Cafe.]
13. Do you or your spouse know anyone that plans to do business with the school? No
14. N/A. The school does not intend to partner with an EMO/CMO/ESP.
15. N/A. The school does not intend to partner with an EMO/CMO/ESP.

Name of Prospective Board or CFS Member: David A Rotman

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. Yes
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board and/or CFS? Through speaking with Kathryn Kelly over the last year about the educational services available in Incline Village and her ideas for enhancing them.
3. Explain why you would like to serve on the board and/or CFS. I have two very young daughters who my wife and I would like to see receive a quality public education. I would like to participate in enhancing the probability of their being able to obtain such an education here in Incline.
4. Have you previously served on a board or CFS of a school district or a not-for-profit corporation (including the board of a parochial or independent 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 previously served in any such capacity. As the beneficiary of a public education many years ago, I would like to see quality public education available to others. In particular, I would like to be able to continue to reside in Incline as my young children grow. That necessitates the availability of quality education for them.
5. What is your understanding of the appropriate role of a public charter school board or CFS member? To guide the operation of the school within its charter.
6. What relevant knowledge and experience will you bring to the board? I have been a member of the California bar for over forty years. I was first an associate and then a partner with what was then known as the firm of Pillsbury Madison and Sutro in San Francisco. I resigned my partnership in 1990 to begin a nationwide mediation practice and in the course of that have transitioned from active to an inactive member of the bar. I also have some business experience in having been one of three founders of Summation Legal Technologies, a litigation support software firm that I served as Treasurer and Chairman of the Board for about eighteen years until we sold it to a large multinational corporation about eight years ago.
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? I expect the school will serve the community by providing our children with a first rate educational experience focused on the basic tools necessary to live and compete in our world. I would expect that in the first year of the school providing these tools will be rather rough, but by the third and fourth years, we should be able to provide meaningful services to a broad segment of the Incline population.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? Please see No. 7
9. Are you familiar with the school's proposed educational program? How would you describe it. As having developed and participated in running a small and successful software company, I feel very strongly that our children can greatly benefit by a program that combines face to face learning with various kind of programmed instruction.
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 school is successful when it has successful students. I expect that the first year or two will be spent focusing on applying the school's charter to its actual operation and adjusting as necessary to see that its principles actually result in successful students.

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. Yes, my wife and I are friends of Kathryn Kelly.
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. Yes, my wife and I are friends of Kathryn Kelly.
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
14. N/A. The school does not intend to partner with an EMO/CMO/ESP.
15. N/A. The school does not intend to partner with an EMO/CMO/ESP.

B.3.3 Organizational Chart

We are a fairly small school with all staff reporting to the School Administrator, who in turn reports to the Board of Directors.

C.1.1. Budget

A preliminary budget is attached. A more detailed budget will be developed by the School Administrator, including cash flow statements.

BUDGET OVERVIEW

CHARTER SCHOOL NAME: The Clark School

PROGRAM OR FUNCTION: Annual Budget

FISCAL YEARS: 2013-2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				
	School Administrator	1	1	\$80,000.00	\$80,000.00
	Administrative Assistant	1	1	\$40,000.00	\$40,000.00
	Instructor - Math	1	1	\$60,000.00	\$60,000.00
	Instructor - Science/Technology	1	1	\$60,000.00	\$60,000.00
	Instructor - Language Arts	1	1	\$60,000.00	\$60,000.00
	NARRATIVE				
	Salaries will be reduced somewhat if instructors are shared with eLearning Café students.				
				TOTAL	\$300,000.00
200	BENEFITS				
	School Administrator				\$28,000.00
	Administrative Assistant				\$14,000.00
	Instructor				\$21,000.00
	Instructor				\$21,000.00
	Instructor				\$21,000.00
	NARRATIVE				
	Benefits are assumed to be 35% of total salary. Benefits will be reduced somewhat if instructors are shared with eLearning Café students.				
				TOTAL	\$105,000.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				
	Accounting				\$4,000.00
	Bookkeeping				\$4,000.00
	Legal				\$2,000.00
	Student Information System	60	5	\$12.00	\$3,600.00
		NARRATIVE			
				TOTAL	\$13,600.00
400	PURCHASED PROPERTY SERVICES				
	Property Lease				\$36,000.00
	Insurance				\$2,400.00
		NARRATIVE			
				TOTAL	\$38,400.00
500	OTHER PURCHASED SERVICES				
	SPCSA Administrative Fee				\$4,680.00
		NARRATIVE			
				TOTAL	\$4,680.00
600	SUPPLIES				
	Office and Student Supplies				\$6,000.00

BUDGET OVERVIEW

CHARTER SCHOOL NAME: The Clark School

PROGRAM OR FUNCTION: Annual Budget

FISCAL YEARS: 2013-2015

	Licenses				\$35,000.00
	NARRATIVE				
				TOTAL	\$41,000.00
800	DEBT SERVICE AND MISCELLANEOUS				
	None				\$0.00
	NARRATIVE				
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$502,680.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
	None				\$0.00
	NARRATIVE				
				TOTAL	\$0.00
GRAND TOTAL					\$502,680.00

Revenue Year 1					
	DSA	60	5200	\$	312,000
	ELL Support	10	5500	\$	55,000
	IEP Support	10	5500	\$	55,000
	New Charter School Grant			\$	50,000
	Community Donations			\$	50,000
				\$	522,000
Revenue Year 2					
	DSA	80	5200	\$	416,000
	ELL Support	20	5500	\$	110,000
	IEP Support	15	5500	\$	82,500
	Community Donations			\$	50,000
				\$	658,500

C.1.2. Budget Narrative (Budget Supplementary Schedules) for Each Year

An explanation of expenditures is given for each of the Object Codes listed.

C.1.3. Cash Flow Statement for Each Year

To be provided.

C.1.5. Pre-Opening Budget

To be provided, addressing any revenue and expenditures.

C.4.4 Emergency Drills

To be provided when the facility has been secured: a description of the manner in which the proposed charter school will provide drills for the pupils in the charter school and will instruct those pupils in the appropriate procedures to be followed in the event of a fire or other emergency per NAC 386.170(5), including a detailed description of how and when the school will provide drills and the plans and procedures for instructing pupils and staff on the appropriate procedures to be followed in an emergency.

C.4.5 Emergency Management Plan (NRS 392.600 – 656)

This will be provided when the facility has been secured.

C.4.6 Transportation

Transportation will not be provided.

C.4.7 Contract for Health Services

This will be provided when the contract is finalized.