



Charter School Application
Revised

Submitted on December 6, 2012

By the Committee to Form the School

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Leadership Academy of Nevada *Revised* Charter School Application

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Narrative Sections

Section A.1

Mission, Vision, and Educational Philosophy

Required Element A.1.1:

In compliance with *Nevada Revised Statutes ("NRS") 386.520 (4) (b)*, our purpose is to improve the academic achievement of pupils by encouraging the use of effective and innovative methods of teaching.

Required Element A.1.2:

Our mission is to provide highly-motivated and self-directed students in Nevada with a classical education so they can become principled leaders.

Required Element A.1.3:

At Leadership Academy of Nevada ("School"), we have the ability to inspire students to become educated scholars and principled leaders by combining Liberal Arts with the latest innovative online-learning technology.

The aim of leadership education is to cultivate the individual's capacity for intellectual growth and to help him acquire the virtues requisite for an exceptional life. It promotes human excellence, both private and public, and has the goals of training individuals with the character, competence, and determination to do the right thing and to do it well. Becoming a principled leader is not something that happens to a person, but a choice one makes...the ultimate in self-governance.

Today's youth need a solid education in the Liberal Arts and the use of technology. Rather than teaching students "what" to think, a Liberal Arts education teaches students "how" to think. Critical thinking skills are essential to effectively prepare students to be leaders in homes and communities, entrepreneurs in business, and statesmen in government. Those who know "how" to think do not fall prey to propaganda or the whims of men but are able to lead effectively and help society prosper.

By using online collaboration software, we have the ability to provide students with the best mentors and curriculum from across the nation. Online classrooms, such as Blackboard Collaborate™, allow real-time interaction between mentors and other students. Our Learning Management System

("LMS"), Canvas™, will establish flawless communication between mentors, students, and parents by supplying immediate updates on syllabi, assignments, surveys, feedback, and other pertinent information. Technology is the tool that will help us develop courses, leverage our capacity to interact with families, and assist students in accomplishing their goals.

Leadership education recognizes that each child was born with the natural talents, passions, desires, interests, and abilities to fully accomplish his life's purpose. We will know if we are fulfilling our mission when our scholars have developed the skill to set and achieve goals and keep commitments, confidently value their uniqueness, and have a desire to use their gifts to serve others. While our students' state and national test scores will be high, honoring them for their academic achievement, the real result of our efforts will be found in the heart, mind, and soul of each youth. They will know who they are and of what they are capable. They will have experienced the exhilaration of diligence and hard work, having pressed forward through incredible opposition, and discovered the sweet joy of accomplishment. They will have become virtuous in character, mighty in scholarship, and innovative in life. In short, they will have become principled leaders.

Required Element A.1.4:

"The heights by great men reached and kept were not attained by sudden flight, but they while their companions slept, were toiling upward in the night." (Longfellow, Henry Wadsworth. "The Ladder of St. Augustine." Poetry Foundation. 2011. Harriet Monroe Poetry Institute. 9 August 2012.

<www.poetryfoundation.org/poem/173902>) Leadership education is not an easy path. It requires disciplined and highly-motivated students who are willing to put in hundreds of hours of rigorous study and to sacrifice immediate desires for a more excellent goal. At the School, we have developed seven objectives couched in our educational philosophy to assist students in navigating this course successfully: 1) Inspire youth to become principled leaders; 2) Provide a solid liberal arts education; 3) Instruct through enthusiastic teachers/mentors*; 4) Create an engaging and stimulating online learning environment; 5) Utilize current technology; 6) Support families in the education of their children; and 7) Build a community of learning.

It is one thing to desire to lead, another to have the necessary skills to successfully lead, and quite another to have the moral courage to do it with integrity and honor. When one combines all three, he is a principled leader. This is what Leadership Academy of Nevada strives to instill in our students.

Students learn to be great leaders when they are inspired by others and are allowed and empowered to practice. This is at the heart of our educational philosophy. Through the study of liberal arts, guided by mentors, with encouragement in a supportive student environment, youth have the opportunity to learn from others, hone their skills, and become adept leaders.

Liber, hence the name "liberal" arts, is the Latin root for the concept of freedom and is foundational to leadership education. It is a broad and deep methodical study designed to generate within the student a moral sense of honor and an educational prowess necessary to become a valiant and courageous leader. The Association of American Colleges and Universities described it as, *"a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a stronger sense of values, ethics, and civic engagement...characterized by challenging encounters with important issues, and more a way of studying than a specific course or field of study."* (Humphries, Deborah. [Making the Case for Liberal Education](#). Washington, DC: Association of American Colleges and Universities, 2006.)

In the classical tradition, *arête*, meaning virtue and goodness, was vital to intellectual and aesthetic excellence. A classical, liberal-arts education is a rigorous, systematic study intended to develop virtue in the student. Virtue is the ability to act in accordance with what one knows to be right. Virtuous men can force themselves to do what they know is right even when it runs against their natural tendency. This type of education constantly demands the student to override his baser inclinations in order to reach his goal: Mastery of the subject and mastery of self. When a student obtains this level of education, he is able to effectively serve society, lead them in freedom, and make a positive difference in the world.

In the training of eminent leaders, the most efficient tools will be classics and original sources rather than textbooks. *"It is chiefly through books that we enjoy intercourse with superior minds...In the best books, great men talk to us, give us their most precious thoughts, and pour their souls into ours."*

(Channing, William Ellery. The Complete Works of William Ellery Channing. London: Christian Life Publishing, 1884.) As students are exposed to and become familiar with the most enlightened ideas of humanity, their reasoning powers expand, they acquire leadership skills, and they aspire to greatness. Classics introduce young minds to the most innovative achievements of mankind, the most profound thinkers, and the enlightened teachings of the ages.

One person cannot educate another. Individual students alone have the power to educate themselves. Every human being learns exactly as much as he or she chooses to learn. However, we can increase the opportunity, incentive, and motivation as we improve the environment, the materials, and the resources. Students need to see someone setting the example. A great teacher, who is passionately pursuing education and continually inviting students to participate, will have a powerful effect upon the hearts and minds of willing youth. Teachers can and should inspire others; this is the essence of great teaching. It is through their invitation that the student feels compelled to do the necessary hard work of learning. These kinds of teachers come in two forms: mentors and classics. (Idea from: DeMille, Oliver Van. A Thomas Jefferson Education. Cedar City: George Wythe College Press. 2006.) Contemporary mentors meet face to face with students, inspiring them through the transfer of knowledge, enthusiasm, and individual attention. Venerable mentors created the classics to be experienced in the form of books, art, music, and other media.

"For learning requires a mentor - an Athena, a Virgil, a Beatrice - to lead and teach, guide and instruct...showing their charges how to learn, stepping back when the pupil begins to see and to understand on his own." (Cowan, L.) Mentors require students to be prepared; to think broadly about the material they study; to see things from a different perspective; to speak up, and to take a stand. Perhaps one of the most critical aspects of a mentor comes from his demand for students to apply the information personally. Identifying specific lessons learned and linking them to individual goals and aspirations is essential for the growth of each student.

A mentor's job is to turn every online learning environment into an opportunity for energetic discussion and discovery. As he takes the students on an educational journey, he helps them connect with personal aspirations, engages their curiosity, and cultivates genuine interest in their sense of purpose.

“Since learning...is essentially a process of discovery, the teacher's art consists largely in devices whereby one individual can help another to lift himself up from a state of knowing and understanding less to knowing and understanding more. Left to his own devices, the learner would not get very far unless he asked himself questions, perceived problems to be solved, suffered puzzlement over dilemmas, put himself under the necessity of following out the implications of this hypothesis or that, made observations and weighed the evidence for alternative hypothesis...” (Mortimer J. Alder. "Teaching Learning and Their Counterfeits." [Cambridge Study Center](http://www.cambridgestudycenter.com/teaching-learning-and-their-counterfeits/). 8 August 2012. <www.cambridgestudycenter.com/teaching-learning-and-their-counterfeits/>)

An engaging, interactive classroom is one of the defining attributes of leadership education. Traditional lecture-style teaching casts students as passive responders. Leadership requires initiative and engagement, the courage to improvise, a sense of empowerment, and a persistent, inspiring purpose.

Students learn when they are having fun, challenging each other, learning and discovering together. Like the rest of us, students often do not know what they think until they are compelled to choose. Open debate and conversation bring to the surface unconscious thought processes that students can then examine consciously. Students learn by taking stands and defending them and experiencing the consequences. This is the heart of the Socratic method.

The primary goal of the Socratic method is to explore difficult issues and to teach students critical thinking skills. Youth who desire to be leaders must learn how to thoroughly understand and defend their positions. This is a process that comes only through a quest for truth, meaning, and application as they discuss with and listen to the viewpoints of others while developing their own thoughts and perspectives. Guided by a mentor who resists the temptation to fill the silence with lecture, students take full responsibility for their own learning. Insightful and properly placed questions encourage participation,

reducing behavioral issues and promoting self-discipline. This approach establishes an intellectual atmosphere and a general attitude suspending judgment while examining reasoning.

With today's technological advances, our mentors have the ability to be innovative and make the "classroom" experience come alive. In our live classes, mentors and students will converse in real-time through video streaming, voice, and chat applications. Blackboard Collaborate™ also gives us the advantage of meeting with 100 or more students simultaneously, dividing into large groups, breaking up into smaller groups or teams, or even working one-on-one with a student.

Because all of our classes are recorded, each student will have the opportunity to watch any class he missed or simply to review the material discussed. Our courses are structured to allow both synchronous and asynchronous learning, and to allow students to largely move at their own pace. The focus is on subject mastery, not seat time. Many of today's youth are pursuing goals outside of the normal school curriculum. By providing self-paced classes, they have the flexibility to organize and structure their educational goals alongside of their personal aspirations.

Superior education is difficult to accomplish without the contribution of families. We believe that parents with leadership vision are imperative to student success. As we strive to inspire and motivate parents, they will in turn be more effective leaders in their homes and supportive to their children in pursuing appropriate educational goals.

Parents will have the opportunity to learn through parent-teacher conferences, parent training meetings, and webinars. Building a leadership-style home is essential to helping youth become great leaders. When principles are applied in the home as well as in the school, students have more role models to follow, are enveloped in a realm of scholarship and enlightenment, and are emboldened.

We embrace what technology can do for us, but we do not see it as a substitute for humanity. We are committed to staying on the cutting edge of technology while ensuring vibrant student and parent communities.

We have the advantage of building community both online and locally. Through our online community, students are encouraged to participate fully in all discussions, blogs, and group projects. Until a student can fully let go of inhibitions, express their ideas, and open themselves to the viewpoints of others, their education will be lacking. It is through interaction with others that growth comes. In addition, our students will have the opportunity to participate together in the same physical location. Through many activities, such as leadership adventures, outdoor group activities, service projects, dances, and field trips, our students will enjoy ample opportunities to build friendships, camaraderie, and trust outside of the online environment.

Parents likewise form an integral part of our community. They add to the enthusiasm and stability of our learning environment. Most importantly, we see the education of youth as a team effort. We honor and respect parents' rights to educate their children, and we feel honored to have the opportunity to assist them in this capacity. Their input is vital to the atmosphere, growth, and success of our community. We will strive hard to assist and inspire them personally so that they can empower their own children and strengthen the community at large by volunteering on committees and serving on the Governing Board (“Board”).

Students who are internally motivated, academically competent, and yearning for leadership opportunities need programs designed specifically for them. They innately know that they have something valuable to share and we believe that they have power to change the world in significant ways. Through inspiration, the study of Liberal Arts guided by enthusiastic mentors in an engaging technological environment, and with the strong support of families, we can create a community of highly-educated and confident students who have become principled leaders.

** In this section, we have chosen to use the term “Mentor” as it is in harmony with our Vision and Educational Philosophy; therefore, for clarity of communication, we will use the terms “Teacher” and “Mentor” interchangeably throughout the remainder of this application.*

Section A.2

School-Specific Goals and Objectives

Required Element A.2.1:

At the School, we will focus on three specific areas of assessment: School-wide, state, and national, ~~one over-arching student goal~~, and two organizational objectives.

1. School-Wide Assessment: Students will learn and understand at least 70 percent of the knowledge outcomes in every class ***based on the WES Program Outcomes and individual class rubrics.***
2. Nevada State Exams: ~~75 percent of~~ Students enrolled in the charter school for a three-consecutive-year period will ***meet or exceed the state Annual Measurable Objectives (“AMOs”) for both the high school and middle school years.*** ~~achieve Proficient or Advanced status on the state's annual assessment.~~
3. National Exams: ~~75 percent of~~ Students enrolled in the charter school for at least two years will reach or exceed ***the combined average of all four national*** ~~all~~ benchmarks for the ACT College and Career Readiness System.
4. ~~80 percent of graduating seniors, who have been enrolled in the School for at least three years, will score at or above the 70th percentile on ACT/SAT exams.~~

Required Element A.2.2:

1. The Charter School will demonstrate 70 percent overall involvement and satisfaction of responding parents or legal guardians of students attending the school during each academic year ***through surveys as mentioned in Section A.2.3.***
2. All teachers will participate in weekly professional development opportunities and others as needed.

Required Element A.2.3:

1. The School will employ the Program Outcomes developed by Williamsburg Educational Services, LLC (“WES”) to assess the internal structure and success of our program and determine whether or not each class is meeting its objectives.

2. Nevada Criterion-Referenced Test and High School Proficiency Exam will be administered annually to rank our students in core subjects. These numbers will be used to track the charter school's Adequate Yearly Progress (*AYP*) as well as determine students' district, state, and nationwide standing.
3. The ACT College and Career Readiness System utilizes benchmarks to track formative growth in students. The School will administer these nationwide exams on an annual basis to all students in 8th through *10th grade*. ~~12th grade.~~
4. ~~To track summative growth, all graduating seniors will take a national ACT/SAT exam.~~
5. Parent involvement and satisfaction will be measured in three ways: 1) Parent meetings will be held online monthly during the Fall and Winter semesters in which they can learn how to become more involved in their child's education; 2) Parents will have the opportunity to submit questions and/or concerns to school staff at any time by way of email; and 3) Parent surveys will be sent out on a semester basis.
6. Teachers and staff have three opportunities for professional development provided by WES: 1) Weekly group meetings for addressing and solving problems and sharing insights; 2) One-on-one weekly meetings with the Headmaster or the School's Director; and 3) Conferences and workshops as available. *All programs are geared to help teachers become proficient in the elements of leadership education including training in the use of the Socratic method, classical education, the liberal arts, and the use of our learning management system and technology.*

Required Element A.2.4:

Great leaders must develop tremendous wisdom. It is essential that their educational experience induce them far beyond the basic skills of reading, writing, and arithmetic. Therefore, we have created areas of assessment, goals, and objectives to serve as benchmarks in guiding our success in their progression.

Leadership schools must challenge students academically and intuitively. Therefore, individual classes are structured on a system of Socratic questioning, essays, and oral exams, which identify the

student's level of both formative and summative understanding. Each evaluation is standardized by a rubric for the given topic. Through these measures, proficiency is strengthened for the individual student and the overall philosophical approach of the school is tested.

Statewide assessments and the national college readiness program allow us to compare the academic success of our students against those of the district, state, and nation. They are not only a measurement for the individual student, but an assessment of our competency as well. We are forced to ask the difficult questions: Has the student really learned to think? Is he internalizing the concepts discussed in class? How can we, as a school, fortify the areas in which students are struggling? These exams show us the strengths as well as the weaknesses of our students and our system.

Critical thinking skills are valuable in today's society. Students must learn how to analyze concepts, form patterns, and look for discrepancies in order to solve problems. The ACT/SAT college entrance exams offer an opportunity for the student to put forth concrete and definitive thought. They also provide a place to evaluate data and use in-depth, interpretive thinking. Our students will have developed the discipline, habits, and skills necessary to succeed well on the ACT/SAT exams and thrive in the college of their choosing.

Parental satisfaction and involvement is imperative to the success of our school. Parents are satisfied when academic achievement is high and leadership education is apparent. The previously-discussed assessments will help to ensure the quality of our instruction. However, one of the unique aspects of the School is our community. Successful students come from supportive families who are completely vested in our system of education. That means that great communication is required on a regular basis and parents themselves must be mentored in the ideas, philosophies, and skills that promote learning and leadership education. Providing a forum and opportunities for parents to discuss their needs and challenges, share inspiring moments, and give feedback to mentors, staff and other personnel as well as become involved personally and serve within the school will help us to achieve our goal of having involved and satisfied parents.

Great teachers inspire youth to work hard and become disciplined learners. Through weekly meetings, our teachers and staff will have ample opportunities to learn and share effective teaching methods, brainstorm solutions to problems and emerging issues, and motivate and energize each other in becoming better mentors and leaders.

Because the School serves *highly*-motivated and self-directed students who have a unique desire to be leaders in their communities, these high standards in performance goals and school objectives are relevant and valid. Internal assessments as well as state and national exams will aid the student and provide the results of his effort and monitor the school's philosophical approach. Our school-based goals and objectives will assist us in strengthening our commitment to support parents in supplying students with quality leadership education.

Section A.3 *Curriculum and Instruction*

Required Element A.3.1:

Curriculum Overview: The School has chosen to use the Williamsburg Academy (“WA”) curriculum through WES, an Educational Management Organization (“EMO”). Williamsburg Academy is accredited by AdvancED/NWAC. The Committee to Form has chosen this curriculum because it aligns with our philosophy of classical education combined with technology and applied math and science.

Math: The curriculum combines classical and applied math and live tutoring. Classical math is covered by reading essays by important mathematicians like Descartes and Galileo, and learning to think like them. After reading the essays, students and teachers meet in synchronous online sessions to discuss. Applied math is delivered through our Learning Management System. Students learn at their own pace. Each module has instructional videos, diagrams, textual explanations, and practice problems. We use resources from a variety of sources, such as Khan Academy, Brightstorm, and Open Math. Mastery assessments are available to students at any time. They can test for mastery of a module whenever they choose. If they score 80 percent or higher, they can move to the next module. If not, they keep studying at the current module. Math tutors, including licensed math teachers and teachers’ assistants (“TA’s”) are

available to students for several hours each school day. Tutors do not give answers; instead, they help students learn how to ask the right questions and use available resources to find the answers they need.

Science: The curriculum combines classical and applied science. Classical science is covered by reading essays by important scientists like Pascal and Faraday, and learning to think like them. After reading the essays, students and teachers meet in synchronous online sessions to discuss. Applied science is delivered in our LMS and through engaging synchronous online sessions with a teacher who demonstrates scientific principles, helps students do projects, and shows how science applies to everyday life. Students study in the LMS at their own pace. The applied concepts they learn are taken from modern research-based science online textbooks, such as those created by the CK-12 Foundation. Mastery assessments are available to students at any time. They can test for mastery of a module whenever they choose. If they score 70 percent or higher, they can move to the next module. If not, they keep studying at the current module.

English Language Arts: In keeping with our classical philosophy, we use many of the great texts of literature that have influenced history combined with a formulaic writing program. Students take one full year of writing during their freshman year, then move on to American Literature during 10th grade, Political Literature and Short Stories in 11th grade, and World Literature in 12th grade. Literature classes from 10th grade up assume that students have the basic writing skills of the freshman year. Essays, exams and other writing assignments build on the same formulaic foundation. Our writing program is integrated with the rest of the curriculum, meaning that all teachers are trained in the fundamental rubrics we use so that a student writing an essay for Biology class will be expected to keep the same high-writing standards he would need to meet in a literature class.

Social Studies: The curriculum combines reading of period literature and historical analysis by modern historians, memorizing facts to understand the flow of history, and composing a comprehensive study guide. Courses are question-driven. The syllabus contains a list of key questions that give students clues about what to look for as they study. For example, in U.S. History a key question could be, “What is the significance of the Kansas-Nebraska Act?” In the reading assigned for that lesson, the student

would learn the answers to the key questions and record them in their study guides. At the end of the course, each student has a complete study guide containing the most important information she learned.

Required Element A.3.2: See Attachment A.3.2.

Required Element A.3.3: See Attachment A.3.3.

Required Element A.3.4: See Attachment A.3.4.

Required Element A.3.5: See Attachment A.3.5.

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Required Element A.3.8: See Attachment A.3.8.

Required Element A.3.9: See Attachment A.3.9.

Required Element A.3.10:

In accordance to *NRS 386.582* and *Nevada Administrative Codes (“NAC”) 386.150(8)*, the School will transfer credit from any successfully completed courses to another school by sending transcripts or any other records necessary. The School will also receive transfer credit toward graduation from public and charter schools in Nevada, and from other accredited schools (See [Attachments A.3.8 and A.3.9](#) to see copies of proposed diplomas and transcripts for Leadership Academy of Nevada).

Required Element A.3.11: See Attachment A.3.11.

Required Element A.3.12:

Instructional strategies at the School include:

Mentors: We call our teachers Mentors. Mentors are trained to lead a class where learning happens as the mentor guides the students through a discussion on the day’s topic. They use instructional strategies such as: The two-minute hook, road maps, polls, relevant discussion topics, debate, small breakout groups, mini-lectures, and debriefs. An essential skill for a mentor to use is how to jump-start a discussion with a question that sparks debate, discussion, and more questions. Skill in the use of Socratic-type questions is a must for mentors at our school.

Mastery, not Time: We believe that students should advance upon subject mastery, not time. There are many different definitions of “blended” learning. To us, blended means that we combine asynchronous course material delivered through our LMS with synchronous sessions in Blackboard Collaborate. For example, in a Physics course, students will learn about electrical charges in the LMS, where they will find text, photos, and instructional videos, quizzes, projects, etc. Students can move at their own pace, as long as they finish coursework by the end of the semester. Students would also have the opportunity to attend synchronous sessions to discuss and see a mentor demonstrate the application of the electrical principles learned in the LMS.

Timely Support: Mentors are available to students in a synchronous office hour weekly. Students can attend and get live, personalized help. Students can also message mentors anytime in our internal messaging system and receive an answer in one school day or sooner.

Leadership Pods: All students in grades 9 - 11 are required to take leadership courses. In *many* Leadership courses, students are divided into pods of 9 - 12. Each pod has a mentor or TA assigned to work with the students. Leadership classes meet online, usually on Mondays, in a large group synchronous seminar with up to 80 students present. During seminars, mentors present and lecture on inspiring leadership topics. Then ~~the~~ other ~~four~~ days of the week, students meet together with their pods for 30 minutes. Students have the opportunity to practice leadership by helping to conduct pod meetings with guidance from a mentor or TA who is always present. Pod meetings are for community, accountability, and small group discussions of leadership principles.

Required Element A.3.13:

Professional Development Framework: Our professional development systems ensure that we are part of a highly competent team, and that everyone on the team is pulling the same direction.

- ***Leadership Academy of Nevada Systems: New teachers participate in a New Teacher Training Course before their first semester teaching for Leadership Academy of Nevada (“LAN”). This course is delivered asynchronously through the LMS, and takes roughly 25 hours to complete. This course trains teachers in LAN systems. It provides text, video and interactive assignments***

that instruct new teachers in LAN's Learning Management System, Student Information System ("SIS"), online classroom, project management software, Google Apps, and the basics of educational technology including Microsoft Office and online software systems students will be required to use. This course requires teachers to prove mastery through interactive assignments and projects. It also requires teachers to complete many of the same assignments students must complete in the student orientation course so teachers see LAN systems from the student's perspective. All LAN teachers participate in an annual Teacher Training Course before every fall semester. This course is delivered asynchronously through the LMS and takes roughly 10 hours to complete. This course refreshes LAN teachers in LAN Systems and provides a streamlined version of the New Teacher Training Course that focuses on new LAN systems and improvements made to established LAN systems.

- **LAN Methods and Philosophy:** *Both asynchronous Teacher Training Courses also provide exposure to LAN's methods and philosophy. LAN has a unique approach to education, driven by a unique philosophy that revolves around the liberal arts and leadership. We believe few things are more important than instilling within LAN teachers a knowledge of and passion for this approach and philosophy. As part of completing a Teacher Training Course, teachers will watch recordings of experienced teachers in action. The first year, these recordings will be of WES teachers demonstrating proficiency of LAN methods in a synchronous classroom. LAN teachers will create and deliver practice lessons for other teachers to evaluate and will begin experiencing LAN's unique methods firsthand. Additionally, because LAN's methods and philosophy are critical to LAN's mission, LAN will use established rhythms of communication and ongoing training that ensure teachers understand and are applying LAN's methods, and receive inculcation in LAN's philosophy.* Every person on the team:
 1. Attends a weekly huddle, led by the Director, ***in conjunction with WES.*** In huddles, team members give and share trainings with each other about our profession, our industry, our

methods, etcetera. We debrief student surveys and colleague observations, and we align ourselves as a team.

2. Attends a synchro, usually weekly. Synchros are 1:1 meetings with the Director *or an experienced teacher assigned by the Director, in conjunction with WES*, in which the Director *or teacher* follows up on goals team members set in the huddle, ensures team members are up to speed on email and messages, *grading, and intervention*, and responds to any questions or needs team members may have
 3. Attends online and in-person conferences relevant to their responsibilities and teaching areas on the team *and relevant to LAN's methodology and curriculum. For example, some* team members attend iNACOL conferences, Expeditionary Learning conferences, educational technology conferences, and more. *These conferences are critical because LAN delivers its unique methods virtually. Because online education is an emerging industry, best practices for online teachers are constantly being refined and improved based on emerging research and trends. Because it is a rapidly growing industry, new technologies are emerging every year that increase what is possible for online schools. LAN is committed to staying on the front of both best practices and new technologies because LAN's unique emphasis on the liberal arts and leadership require LAN to approach a student as a whole person. LAN wants to engage students' minds and hearts and help students feel connected to a vibrant community of learners. LAN's ambitions in this regard will require LAN to stay up on the latest research, best practices, and technology.* We believe we need LAN teachers to be highly trained *in our methods, very passionate about our philosophy*, highly integrated *as a team*, and to frequently interface with, *and be informed by*, the online education industry's *latest research, best practices, and emerging technologies* if we want to stay on the front of the learning curve.
- **LAN's Policies:** *Both asynchronous Teacher Training Courses include sections that drive teachers to learn and apply LAN policies relevant to teacher responsibilities. LAN will maintain an internal website that teachers have access to that sets forth current LAN policies. The Teacher Courses will*

drive teachers to interact with this website, learn LAN's policies, and apply them to fictional scenarios. Additionally, LAN's teachers will be instructed in select LAN policies each week in Huddles, and they receive accountability for following these policies each week in Synchronos.

Continual Improvement: After every semester, we debrief all our courses and make notes about what went well and what we can improve. Teachers complete a year-end curriculum review, and we debrief together as a group. Group debriefs happen in Huddles, and individual debriefs happen in Synchronos.

- We constantly refine our curriculum, selecting books and materials that: Ask challenging questions, inspire students to be better leaders, are rigorous, and are based on original source documents as much as possible.
- Every year we review all information resources in our LMS and ensure the links are correct, relevant, and the best sources of which we know.
- Every year when we attend iNACOL's *Virtual School Symposium* (VSS) we make note of new technology systems that could benefit our program and investigate them.
- Student and parent surveys keep us constantly informed about how well we are serving our stakeholders.
- Colleague observations help us share what's working and what's not across our curriculum.

Section A.4

Assessment and Accountability

Required Element A.4.1: See Attachment A.4.1

Required Element A.4.2:

Internal Assessment: According to our goals in Section A.2, we will utilize school-wide, state, and national assessments. Because we will contract with WES as our curriculum provider, we will use their Program and Course Outcomes to evaluate internal progress. These objectives have been set in place to measure specific academic, civic, and social aims for executing the mission of leadership education. While individual courses are developed to meet specified program outcomes and designed

with rubrics to guide that evaluation. The chart in [Attachment A.4.8](#) has been created to determine our overall success.

State Assessment: In compliance with state statutes and regulations: *NAC 386.150(7), NAC 389.048-.083, NRS 385.347, NRS 386.550(1)(g) and (h)*, the School will administer all necessary state assessment exams, the results of which will be used to analyze, evaluate, and improve both student and school achievement. ***Because of the nature of distance education, we understand that this will require coordinating testing centers in remote locations as well as providing computers and other necessary equipment.***

National Assessment: To assist us in evaluating the formative progress and summative results of our students, we have chosen to administer EXPLORE ***and*** PLAN ~~and the ACT~~ from ACT's College and Career Readiness System, ***and we will encourage our students to take the ACT exam at least once at the end of their Junior or beginning of their Senior year.*** ACT's longitudinal assessment system; consisting of EXPLORE (for 8th & 9th graders), PLAN (for 10th graders), and the ACT (for 11th & 12th graders) is coordinated to measure and monitor academic achievement over time and to provide systematic educational and career guidance and feedback to students. Benchmarks allow schools to identify students who are not on target for college and career readiness, intervene with them early in high school, and increase the likelihood that they will be ready by the time they graduate.

Required Element A.4.3:

Everything we do is for the benefit of the student. It is not about the institution; it is about individual student growth. With that in mind, feedback is not advice...It is a mirror.

The governing body, administration, and teaching staff share a common vision for student success that is measurable and meaningful. We are concerned with educating the whole child. In-class discussions, simulations, projects, oral exams, and essays provide an in-depth look into each student's level of progress and scholarly attainments while regular and systematic standardized tests monitor and chart proficiency over time and provide valuable information regarding student and "school" performance.

Beyond employment of the traditional assessment procedures, our goal is to determine non-academic qualities as well. We strive to encourage those attributes of mind and character that will help our students become honest, courageous, respectful, compassionate, and disciplined leaders who make a difference in the world and generate a positive impact on society.

We are committed to having clear, measurable metrics by which we can understand how our students are improving. The chart in Attachment A.4.9 has been created to determine our overall success. We will utilize the information gained through these metrics to identify areas in which our program is excelling and areas in which we are letting students down. We will regularly implement improvements involving educators, parents, and students.

Required Element A.4.4:

According to research, test scores are improved or affected as much by the quality implementation of an action plan than by student behaviors. Therefore, it is imperative that the School takes time to study, review, and evaluate longitudinal assessment results. We have determined this process to entail three essential steps: Proper Preparation, Evaluation of Results, and Dissemination of Results. (ACT Research and Policy. May 2012. Issue Brief. Making Effective Use of ACT's Longitudinal Assessment System. August 2012.

<http://www.act.org/research/policymakers/pdf/LongitudinalAssessmentSystem.pdf>)

To begin with, cultivating an environment of communication, collaboration, and a common focus on college readiness and rigorous educational content is vital to the school's and the students' overall success. Proper preparation is the key. All persons affecting a student's educational outcome must acknowledge the importance of student examinations. Coordination between administration, staff, teachers, parents, and students will help to alleviate stress and confusion regarding assessment.

Making it known and making it fun is the next component of successful assessment. When exams are inflicted without proper prior notice, or when students come with an attitude of drudgery, results will be lacking. At the School, all exam schedules will be known and eagerly anticipated. Through our monthly parent meetings, timely information shall be given and discussed to assist parents

with student preparation and review of the test day schedule. Because the School will operate as distance education, physical activity between students will occur less frequently than at brick-and-mortar charters. Therefore, we intend to make assessment days, activity days. When students enjoy time together, an inspiring atmosphere of camaraderie and comfort will ensue. By combining assessments with group recreation, we will have better student turn-out, less anxiety towards assessment, and ultimately higher scores.

Another preparation element of assessment success is building community within the school. The best way to foster that is to celebrate student triumphs together. We view student success as school success. The nature of leadership education is one of synergy and dynamic collaboration. Therefore, as scores are received, improved upon annually, noted, and honored, an escalation of school pride and spirit will emerge resulting in a cyclical pattern of quality performance.

Once assessment results have been received, proper evaluation in a combined meeting of administration and the Governing Board will transpire in which three steps will be taken to assure complete in-depth analysis and reform: Template review, instruction review, and system review.

Through the creation of an assessment rubric, a template will be formed and utilized annually to examine results. This tool will establish a pattern for calculating root problems clearly and succinctly, facilitate pointed questions that examine the sort of change needed, and establish action items. Once the difficulty has been identified, proper measures can be taken.

Taking ownership of the solutions is an essential implementation. Resolutions may be found among either the learning and instruction or our charter system in general. If students are struggling to meet sufficient knowledge and retention levels, then perhaps course adjustments need to be implemented, teacher training may require improvement, or a more efficient use of Teacher's Assistants and Running Partners could prove helpful. In addition, the charter may need to locate resources to bolster instruction, find ways in which the community can assist with online study aids, or nurture better communication with parents and students. In short, earnestly pursuing a thorough course of formal and systematic review will ultimately lead to improvement in both the quality of our teaching and functionality of the school.

Finally, results are meaningless without appropriate dissemination. Again, through comprehensive parent meetings, detailed instruction will be given to both parents and students on the interpretation of the exams. Knowing what to look for and how to apply this feedback is essential for personal student growth. Through this channel of communication, families will be empowered to modify and enhance student outcomes.

Additionally, the community in general will be apprised of student success. Documentation will be posted at all appropriate sites, including but not limited to: The School office and official website, State Public Charter School Authority (“SPCSA”), Nevada Department of Education, and various other public, private, and homeschooling organizations throughout the state.

Required Element A.5:

In addition to the assessment data evaluation discussed in A.4.4, we believe that a huge part of student achievement and the closing of academic gaps are located within our School community. Open, sincere, and effective communication and support between the School, WES, and our families are essential components and occur in both formal and informal settings.

At least once per semester, parent/student surveys will be sent out, both to ask specific questions about our progress and to provide opportunities for parents to give pertinent feedback and express concerns. Once the surveys have been returned, the following steps will be taken: 1) Results are sent to all administrators, staff, mentors, and governing body; 2) Results are read by everyone, not just the concerned person; 3) Administrators, staff, and mentors identify one specific thing that they are doing well and one specific thing that needs improvement; 4) Administrators, staff, and mentors share what they are doing well and what they want to improve; 5) Administrators, staff, and mentors report on their progress each week in professional development meetings and receive colleague support and feedback; 6) Administrators and governing body review every survey and make a list of potential improvements to the school; and 7) Improvements are implemented.

Moreover, less formal means of student encouragement take place in and out of class time. We offer multiple layers of ongoing support, including: A) Every class has a class president. Class

presidents are responsible for reaching out to struggling students and reporting to the mentor; B) Every student is strongly encouraged to take a leadership class each semester. In *many* leadership classes, ~~every~~ students *are* is part of a pod of 10 - 15 students, led by a TA. This small group atmosphere is highly conducive to discovering and addressing student difficulties; C) Every mentor holds office hours each week which are open to all students; and D) Every student can access academic counseling from his mentor whenever needed. Mentors are especially mindful of struggling students when it comes to communication and make extra efforts to email and call parents of students who get behind.

Required Element A.4.6:

The School will manage student and all assessment data through PowerSchool as required by *NRS 386.650* and report all student information to the sponsor by the first day of instruction as required by *NRS 386.365*.

Required Element A.4.7:

As noted in A.4.2, all students must achieve 70 percent or higher to pass a class and for graduation. All class assignments are graded on a point system: 10 - honors, 9 - high pass, 8 - pass, and 7 - low pass. Any assignment not meeting this standard will not receive credit, and the student will have the opportunity to do it again. If a student does not pass a class, then he has the option to retake the class either during the following semester/year at the School or through an accredited summer school institution with the payment of a tuition fee.

Additional Element A.4.8: See Attachment A.4.8.

Additional Element A.4.9: See Attachment A.4.9.

Section A.5

Tentative School Calendar and Daily Schedule

Required Element A.5.1: See Attachment A.5.1.

Required Element A.5.2:

The proposed days for accepting applications for enrollment for the initial year of operation will be ~~May 15-31, 2013~~ *April 1-15, 2013*.

Required Element A.5.3: See Attachment A.5.3.

Required Element A.5.4:

The School is seeking an alternate schedule for the following reasons: 1) We have a rigorous curriculum ~~where students can learn knowledge in 16 weeks what would normally take 18 weeks~~; 2) Our rigorous curriculum surpasses the time requirements of *NAC 387.131*; 3). Our system allows students to be responsible for their own schedule and education, and an alternate schedule allows them more flexibility to receive the education they each want to have; and 4) With our technology-driven curriculum and an alternate schedule, each student can choose the flexibility to graduate in the traditional 4 years, or fast-track, by taking summer classes, and graduate in 3 years. Summer classes are not provided by the School but *are* available through Williamsburg Academy and are the responsibility, in full, of the parents and students. *Ms. Adrienne Lawrence, Fiscal Management Analyst III of the Nevada Department of Education, has tentatively approved our 170-day calendar.*

Section A.6

School Climate and Discipline

Required Element A.6.1:

At Leadership Academy of Nevada, we believe that creating the right environment is key to the success of our overall school climate. Our job is to create an atmosphere in which meaningful community is likely to organically develop.

In creating a positive school climate, we have three fundamental goals: 1) Teaching through inspiring the student; 2) Assisting the student to fulfill his role in edifying himself and others; and 3) Helping students to apply the principles learned to become the leaders they were meant to be.

Mentors have the primary responsibility for inspiring the student. Leading by example, a great mentor encourages students when he is thoroughly prepared and shows respect. He creates edifying lessons, which convey a sense of purpose that students easily recognize. Focusing on the students' whole learning experience, he comes to class ready to engage in in-depth dialog and exhibits a spirit of humble inquiry: Listening carefully to every student and giving each one an opportunity to participate. He

establishes a classroom where all students feel free to express thoughts and ideas without fear of being teased or ridiculed. He knows his students and values each one's unique worth. When a student feels acceptance from a teacher and peers, he is more apt to share personal insights. Once he can comfortably share, then he is also more willing to listen to the viewpoints of others. When students reach this level of open communication, real learning takes place.

Students have an important role to fulfill in creating a learning environment. A mentor has the responsibility to set the tone, but each student is expected to enhance the classroom experience. Establishing and cultivating an atmosphere of respect and appreciation is a responsibility shared by both teachers and students. Students should come to class having read and studied the appointed material, understood the context and content of the material, and ready to participate by explaining thoughts and sharing epiphanies. Our classes are not meant as a lecture period to be endured, but an occasion in which to be engaged with an open mind. Students are expected and trusted to contribute in significant ways. Prepared students, who also exhibit regard for peers, engender within them the desire and confidence necessary to edify themselves and others.

The standards and practices applied in our classrooms will aid our highly motivated and self-directed students to become principled leaders. When students are encouraged and allowed to analyze information, while remaining true to themselves in a safe environment, they take an active role in their learning and implement positive change in their lives. A sense of purpose, shared by mentors and students, increases the students' ability to identify and apply lessons to life and develop self-mastery. This attitude spills over into the students' general desire to behave in a manner that is ethical and to govern himself in a way that is conducive to a positive learning environment.

Required Element A.6.2:

We believe that the best way to avoid poor student behavior is to prevent it or nip it. As you can see from [Section A.6.1](#), our first line of defense is to prevent it by creating the right environment. We take this responsibility seriously. However, at times a student may still choose unwisely in which case the misbehavior will be recognized and dealt with immediately in the following way:

During a class or other school event, a mentor, staff, or other school personnel will gently interrupt the student and redirect him back on track. ~~Public violations demand public correction.~~ When students publicly interrupt others or otherwise publicly violate a culture of focused discussion in the classroom or school-wide activity, those infractions need to be corrected ~~in public~~ so everyone knows no exceptions are allowed.

If allegations arise about plagiarizing, cheating, or other dishonesty, sexual conversations or harassment, cyberbullying, violence or other inappropriate behavior we will follow this process: 1) Mentor or other staff reports all evidence of potentially wrongful activity to the Director; 2) Director informs student's parents through email and/or phone; 3) Director confronts the student with the evidence; 4) Director and student's parents agree on a course of action and follow Nevada state regulations; and 5) Possible courses of action include: Writing apology letters to those affected, failing an exam, failing a class, failing for the entire semester, and being expelled from school. The School will follow all procedures outlined for student behavior as stated in *NRS 386.585 ("Adoption and distribution of rules of behavior and punishments; procedure for suspension or expulsion of pupils; adoption of rules for truancy")* and *NRS 392.465 ("Habitual Disciplinary Problem, Suspension and Expulsion")*.

Leadership education demands the personal best from students. This is more than an academic endeavor; ethical and moral behavior is essential to becoming principled leaders. ~~At Leadership Academy of Nevada, we expect and will only accept excellent behavior.~~

Required Element A.6.3: See Attachment A.6.3.

Required Element A.6.4: See Attachment A.6.4.

Required Element A.6.5:

Attendance will be monitored in a suitable manner and in compliance with *NRS 392.040-392.122*. See Attachment A.6.5, the School's Absence Policy.

Required Element A.6.6:

At Leadership Academy of Nevada, we believe that creating the right environment for parents is just as important as it is for our students. A positive learning environment begins in the home. Helping

parents or guardians to foster good educational conditions and develop the skills that they need to assist their children is crucial to our school's overall success.

Creating a dynamic school climate includes inviting our parents into our community by building quality relationships with parents and helping them to provide a stronger foundation for their children. We do this in four meaningful ways: 1) Invite parents to serve on committees; 2) Provide opportunities for parent/mentor/administration communication; 3) Provide live, interactive mentor/parent trainings; 4) Provide live and recorded webinars for general family instruction and inspiration; ***and 5) As stated in Section A.2.3(5), parent satisfaction will be measured through parent surveys distributed each semester.***

Section A.7 *Target Population*

Required Element A.7.1:

The School will draw motivated and self-directed students from homeschool, public schools, and other charter schools that do not offer a high-school curriculum. While the state does not maintain exact numbers of children who are homeschooled nor their ages and grades, nationally homeschooling has grown from only a handful of students in the 1970s to over 2 million today (Ray, Brian D. 2011, January 3. *Homeschool Population Report*. National Home Education Research Institute. Retrieved 10 August 2012. <http://www.nheri.org/research/nheri-news/homeschool-population-report-2010.html>).

From personal experience with the Nevada homeschooling movement, parents often look for more options for their children when they reach the Junior High or High School years. Some families continue to homeschool while others re-enroll their children into local public schools, neither providing the desired outcome. We believe that we can fill this gap; offering students an educational and social experience with the flexibility they desire.

The School will also attract public schooled students. Families seek educational options for their children and are often bound by financial means or geographical location. With this charter, we can overcome both. Because of our leadership education founded in the Liberal Arts, parents will be able to

provide a high quality education for their children without the private school expense. Additionally, as an online, distance education charter, there will be no geographical boundaries to obstruct them from participating.

Of the 30 charter schools currently operating in Nevada, about half serve high schooled students, and only 4 through distance education. Students graduating from other charters, which exclusively serve grades K-8, will need a place to continue their education. We can supply what they require.

Required Element A.7.2: See Attachment A.7.2.

Required Element A.7.3:

We have the unique opportunity to assist students from home, public, and charter schools across Nevada. Regardless of the previous level of academic achievement of individual students, with our emphasis on Liberal Arts education, enthusiastic mentors, and stimulating online learning environments, any highly motivated and self-directed student who desires to become a principled leader will succeed at the School.

Required Element A.7.4: See Attachment A.7.4.

Required Element A.7.5: Not applicable.

Required Element A.7.6: Not applicable.

Section A.8 *Special Student Populations*

Required Element A.8.1:

The School will blend innovative new instructional technology with a ~~traditional~~ ***rigorous, comprehensive curriculum that is unique, presented in an engaging manner, with great flexibility of time and location for participation. Each student will have ample interaction with highly qualified professional educators (mentors) who collaborate with each other to ensure that the unique needs and learning styles of all students are met as they embark upon this individualized, self-paced learning program.*** ~~There are many benefits to this unique learning model, including a rigorous and comprehensive curriculum, the flexibility of learning anytime and anywhere, the support of qualified professional~~

educators (“Mentors”), and an individualized and self-paced learning program that adapts to each child's unique needs.

ENGLISH LANGUAGE LEARNER EDUCATIONAL PLAN: The School is based upon the belief that students who invest time and energy into a meaningful education will learn, no matter what their first language or English language proficiency is. Developing a strong linguistic base will prepare and develop successful bilingual, bicultural, and bi-literate students for an ever-increasing multicultural community, equipped to meet the challenges of the 21st century as participatory citizens in a global society. A focus on building academic language will benefit English Language Learners (“ELL”s) as well as all other academic language learners. Title III law, as described in No Child Left Behind legislation will be followed.

————— For the first year, the Academy will contract with an ELL certified teacher to oversee the assessment of students and the delivery of services. If the need for support grows in future years, a full-time ELL certified teacher will be considered. Parents of new students will be given a Home Language Survey for the purpose of determining if there are other language influences in the home. If a language other than English in the home is denoted, whether spoken by the student or not, the student will be assessed for placement using LAS Links to determine whether ESL services may be needed. Initial placement assessments will occur during the first 30 days of school. After that, Title III law allows for only 10 school days for this placement testing to take place. Parents of students qualifying for ELL services will be given the option to accept or refuse ELL services in writing. Qualifying students who are accessing services will be tested yearly to determine whether they are progressing to meet state Annual Measureable Achievement Objectives (“AMAO”) with the state-chosen English Language Proficiency Assessment (“ELPA”).

Because of the overall distance education format, Rosetta Stone™ will be provided to students requiring ELL services during the first year. The contracted certified ELL teacher will be responsible for monitoring the progress of students, providing direct guidance and supplemental instruction to students and parents to create a connection between ELL program support and the use of skills in the general

~~curriculum. In addition, that teacher will be expected to regularly consult with Mentors of ELL students to ensure that research-based supports, including Sheltered English and Strategies for Teaching English Language Learners for Academic Results, are being offered within each course that the students access. Goals for ELL students may be found in Attachment A.8.8.~~

English Language Learners: Leadership Academy of Nevada is committed to providing quality education for all students.

It is the policy of the School to provide special instructional programs under the direction of a certified English as a Second Language (“ESL”) teacher for all students who are identified as having a primary or home language other than English and who are identified as English Language Learners (“ELL”). The goals of the ESL program are to:

- Identify: Assess the English proficiency level of all students who indicate a home language other than English on initial enrollment papers and use the data provided by the assessment to determine if a student is to be qualified as an English Language Learner;***
- Assess: Annually assess the English language proficiency of all ELL students with a formal assessment of English language proficiency and use the data provided by the assessment to guide ESL teaching and learning and measure the rate and success of English language acquisition for ELL students. The State of Nevada is a member of the World-class Instructional Design and Development (WIDA) consortium, therefore, the School will use the annual WIDA assessment Access and WIDA’s criteria for analyzing the assessment to help each student learn English and maximize his potential;***
- Provide instructional material: Using WIDA guidelines, the School will assist students in gaining English proficiency and provide academic ESL support, and ensure that all students have the opportunity to benefit from the School’s educational program;***
- Program: With the proven program Sheltered Instruction Observation Protocol (SIOP) or other state-approved program, the School will provide a comprehensive English language development***

program aimed at assisting ELL students in achieving competence in speaking, comprehending, reading, listening and writing English while in their CORE curriculum classes;

- *Provide the opportunity to use Rosetta Stone’s ESL program as a supplemental program to accelerate their ability to achieve competence in speaking, comprehending, reading, listening, and writing English;*
- *Ensure that all ELL students have the opportunity to participate in activities which promote positive self-image and cross-cultural understanding;*
- *Exit students from the ESL program when they have reached proficiency exit levels determined by an assessment with WIDA ; and*
- *Evaluate: The School will evaluate and upgrade our ESL program on a regular basis.*

~~SPECIAL EDUCATION PLAN: The School will provide services to students with Individual Education Plan (“IEP”) that indicate that they can best be served in general education classrooms with the support of a special education teacher. When providing services and programs to pupils with disabilities, the School will follow compliance with the policies and procedures of the federal government and the State of Nevada. Students with special needs will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (“IDEA”); Section 504 of the Rehabilitation Act of 1993; NRS 388.440 to 388.520 inclusive, and all other State of Nevada statutes.~~

Leadership Academy of Nevada will provide a rigorous, general education curriculum which is an innovative, distance-education program. The students attending the School will access this comprehensive curriculum via the computer. Live, synchronous, interactive classes will be held at regularly scheduled times with a licensed content teacher presenting the curriculum. Each student is able to interact with the teacher as well as other students in the classroom during live instruction. Additionally, independent, asynchronous lessons and assignments are required to be completed in the interim between live classroom sessions. Supplementary instruction is readily available for students to

access if they require expanded or additional instruction to clarify concepts or if they choose to explore the topic area in depth due to a personal interest.

Regardless of disability, any student with a current Individual Education Plan (IEP) that indicates the need for special education supports and services, including Resource Room, while participating fully in the general education curriculum, may apply for enrollment in the School. Students who require the support of a special educator within the general education environment will have this provided through a collaboration of the regular education teacher and special education teacher. This collaboration ensures that the provision of necessary supports delineated on each student's IEP occurs during the live general education curriculum delivery. Additionally, the special educator will be observing the general instruction and become informed as to any additional instructional intervention required. Students with an IEP that indicates the need for Resource Room support for accessing the general education curriculum will have scheduled live classroom sessions with the special educator to meet each need specified on their individual IEP.

This support may include, but is not limited to: Additional general content reinforcement, re-teaching, individual teaching, small group interaction/participation, mentoring/coaching and the provision of appropriate strategies to meet each student's individual needs to ensure equal access to the general curriculum. The School will enroll students with IEPs that indicate participation in the general curriculum with special education Resource support and instruction. Students with a current IEP that indicates the need for a separate specialized classroom, special school, community-based programs, or home/hospital/institution based instruction, and wishes to apply for enrollment, the School will reconvene the IEP of the student and consider additional supplementary aids and services to enable the student to make meaningful progress in the virtual, general education curriculum and will adhere to NRS 386.580. When providing services and programs to pupils with disabilities, the School will follow compliance with the policies and procedures of the federal government and the State of Nevada. Students with special needs will be provided with programs implemented in accordance with federal, state, and local policies specifically, the Individuals with Disabilities Education Act

(IDEA), Section 504 of the Rehabilitation Act of 1973, NRS 388.440 to 388.520 inclusive, and all other State of Nevada statutes.

GIFTED AND TALENTED EDUCATION (“GATE”) PLAN: The mission of the School is to provide highly-motivated and self-directed students in Nevada with a classical education so they can become principled leaders. Staff will be hired whose methods have proved effective in helping students acquire the tools, skills, and perspectives needed to be successful.

The fundamental goals of the School support students who are gifted/talented, by challenging them with a more rigorous curriculum. Parents *or teachers* requesting that their child/*student* be identified and/or designated as gifted/talented will make a formal request to the Director in writing. A certified teacher in Gifted and Talented Education (“GATE Coach”) will provide assessments and supports as defined in the Nevada Administrative Code.

The Gifted and Talented Policy aims to support the abilities, personal qualities and talents of all students, and ensure that all students receive an education appropriate to their abilities. This policy addresses identification, class work, extra-curricular activities, monitoring, and quality standards. A policy statement for Gifted and Talented Student Services may be found in [Attachment A.8.9](#).

PLAN FOR 504 AND STUDENTS WITH SPECIAL NEEDS WHO DO NOT QUALIFY FOR SPECIAL EDUCATION SERVICES: Section 504 of the Rehabilitation Act of 1973 (amended in 2008) applies to persons with disabilities who may not qualify under IDEA eligibility (see [Attachment A.8.10](#)). It is a civil rights act which protects the civil and constitutional rights of persons with disabilities. Section 504 prohibits organizations which receive federal funds from discriminating against otherwise qualified individuals solely on the basis of a disability, and ensures that reasonable accommodations and services will be provided. Section 504 is enforced by the U. S. Department of Education, Office of Civil Rights (“OCR”) (see [Attachment A.8.11](#)).

The School recognizes that no two children are the same, and will work to provide the best education possible for each child. The Director or designee will serve as the 504 Liaison, scheduling meetings, providing information to parents, and keeping student information, plans, and summaries up to

date and in a secure place. Mentors, parents, and administrators will work closely together to identify students with special needs, develop an educational plan (504 Plan), review effectiveness, and revise to meet the needs of the students. Each student will be provided with reasonable accommodations, ***based upon their identified individual needs, to ensure the student has equal access to*** ~~and services to enable the student to access, participate in, and derive benefits from public education. Relationships with local school districts and professionals will be fostered to help the Academy ensure and provide services to our students with special needs.~~

Required Element A.8.2:

Students displaying difficulties in the general curriculum are often referred for a special education evaluation to determine if a disability exists. Before referrals are made, a variety of strategies designed to facilitate the student's learning must be attempted and documented. All students at the School will be regularly assessed to ensure reasonable progress in the general curriculum, and that at-risk students are identified for additional support in a timely manner. A team, consisting of the Director or designee, a lead Intervention Coach, and the Mentor will meet regularly and serve as points of contact for parents, students, and Mentors regarding struggling students.

Response to Intervention (“RTI”) refers to a process that emphasizes how well students respond to changes in instruction. The essential elements of an RTI approach are: Providing scientific, research-based instruction and interventions in general education; monitoring and measuring student progress in response to the instruction and interventions; and using these measures of student progress to shape instruction and make educational decisions. The core features of the RTI process are as follows:

- High-quality, research-based instruction and behavioral support in general education.
- Universal (school-wide or district-wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.

- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Documentation of parent involvement throughout the process.
- Documentation that any special education evaluation timelines specified in IDEA 2004 and in the state regulations is followed unless both the parents and the team agree to an extension.

Mentors will be expected to monitor progress on an ongoing basis, and develop and implement an intervention plan utilizing a three-tiered Response to Intervention system for students not making appropriate academic or behavioral progress. Tier 1 students will have positive academic and behavioral accommodations and interventions within the general virtual setting. These interventions will be proactive, preventive, and provided for all students. In addition to the Tier 1 interventions, Tier 2 students (who require more support) will be provided small group interventions with targeted and intensive instruction. Tier 3 students (who require intensive individual support) will benefit from the whole-class and small group instruction from Tiers 1 and 2, but will also require individualized interventions. Tier 3 individual instruction will increase in intensity and duration based on the individual student's needs.

Mentors will meet, discuss the strengths and challenges of individual students, and provide a variety of scientific, research-based interventions to address academic and behavioral concerns. The *Nevada Administrative Code §388.325* defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability.

Procedures and processes used by the Academy whenever targeted scientific, research-based interventions are provided to a particular student who is experiencing academic or behavioral difficulty may be found in [Attachment A.8.6](#).

If the School determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if the school determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the school may refer the student for an initial evaluation. A student qualifies for all the rights and benefits of IDEA once he/she is formally suspected as having a disability, as defined in the Nevada Administrative Code. Generally, students are evaluated when either the parents of the child request an evaluation, or when, as a result of the school's "child find" or general education intervention activities, school personnel recommend an evaluation.

If the School proposes to conduct an initial evaluation of a student, parents will be provided with prior written notice of the proposed evaluation, ~~and~~ a copy of the Parent Rights document **and a full explanation of their parental rights under the IDEA**. Consent for the evaluation must be obtained before the evaluation may begin.

Required Element A.8.3:

Section C.1 contains the proposed budget for the School's Special Education related services for the year 2013-2014. ~~During the first year of operation, we expect to have 300 students enrolled, therefore, we anticipate 30 students to be enrolled in Special Education. We will hire two part-time special education teachers as independent contractors (\$11,000.00 each). We have budgeted \$17,500.00 for outsourced contractors for psychological testing, virtual speech therapy, nurses, and other services as needed. Supplies are budgeted as follows: Materials and supplies, \$7,500.00; Part-time teacher supplies, \$400.00 total; and Part-time teacher computers, \$2,800.00 total.~~ ***During the first year of operation, we expect to have 300 students; therefore, we anticipate 10 percent of the student population will be enrolled in special education. We will budget for three part-time special education teachers at \$22,000.00 per teacher. We have budgeted an average of \$3,000.00 per student for special education services to be outsourced to contractors: Psychologists, registered nurses, speech therapy, and other services needed, such as transportation reimbursement, testing, and other materials. For ELL, we have budgeted for one part-time teacher for \$22,000.00, \$500.00 for SIOP curriculum manuals,***

\$230.00 for the annual WIDA assessment (for an estimated ten ELL students), and \$2,000.00 for a supplemental ELL online curriculum.

Required Element A.8.4:

The School will provide services to students *with a current IEP that indicates the need for special education supports and services within the regular classroom, and/or Resource Room instruction, while participating fully in the general education curriculum.* ~~whose IEPs indicate that they may be served through support in the general education setting with resource support brought to them, or through pull-out services from a resource teacher (Attachment A.8.7). This represents the two least restrictive service delivery models. More restrictive placements may not be supported during the first year, but may be considered at a later date.~~ *Due to the live, online nature of general curriculum presentation by licensed content teachers, students with a current IEP that indicates the need for separate specialized classroom, special school, community based programs, or home/hospital/institution based instruction, and wishes to apply for enrollment, the School will reconvene the IEP of the student and consider additional supplementary aids and services to enable the student to make meaningful progress in the virtual, general education curriculum and will adhere to NRS 386.580 in educating all students identified as having a disability.*

All students with special needs, including those with IEPs that indicate the need for self-contained classroom placements or special schools will be considered for enrollment. ~~Students coming from more restrictive settings according to their most current IEP will be treated on an individual basis.~~ *Regardless of disability, any student with a current IEP that indicates the need for special education supports and services, including Resource Room, while participating fully in the general education curriculum, may apply for enrollment in the School.* The Director or designee will meet with the student and parent to share information on the virtual ~~mode~~ *nature of education-curriculum delivery at the School.* ~~Most important is the consideration of the student being able to access and gain meaningful benefit from a virtual education.~~ *The Director or designee will provide a thorough explanation and demonstration of how the general curriculum is delivered through scheduled live classroom*

presentations and independent interim assignments and activities. Additionally, the student and parent will be provided information regarding the need for the student to possess self-motivation, ability to self-pace, and strong organizational skills. If the student has the necessary skills and work ethic to participate in a virtual education, and the parent chooses to enroll the student, the student's IEP team will be reconvened to ~~consider~~ review the individual needs of the student, including goals, benchmarks, transition plan, accommodations, and related services to plan instruction and appropriate implementation of the IEP. ~~, etc. in cases where success is expected and the parent wants to enroll the student.~~

~~Each student's IEP will reflect their unique needs and how each need will be addressed in the virtual format.~~ *IEPs of enrolled students will be fully implemented, reviewed, and revised as appropriate to ensure meaningful progress.* When providing services and programs to pupils with disabilities, the School will follow compliance with the policies and procedures of the federal government and the State of Nevada. Students with special needs will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act. Section 504 of the Rehabilitation Act of 1993. *NRS 388.440 to 388.520* inclusive, and all other State of Nevada statutes. The educational program for exceptional students will include the following:

- A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process;
- Free appropriate public education (“FAPE”) will be provided to every exceptional student enrolled in the School;
- Child Find Services –The school will use Child Find Services to assure that all students who may be in need special education and related services, receive a free appropriate education through locating, referral, identifying, and provision of services;
- Individual Education Plans - designed to ensure students with disabilities are serviced according to their individual needs;

- Extended Year Services (“EYS”) -made available for students requiring continuous specialized services to combat regression and recoupment challenges, as required by students IEP;
- Least Restrictive Environment: Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily;
- Federal and State Reports: Unless otherwise exempted by State of Nevada Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the Sponsor.

Required Element A.8.5: See Attachment A.8.5.

Required Element A.8.6: See Attachment A.8.6.

Required Element A.8.7: See Attachment A.8.7.

Additional Element A.8.8: See Attachment A.8.8.

Additional Element A.8.9: See Attachment A.8.9.

Additional Element A.8.10: See Attachment A.8.10.

Additional Element A.8.11: See Attachment A.8.11.

Section A.9 *Records*

Required Element A.9.1:

The Director of the School will be responsible for maintaining records of pupils, and providing records of pupils to the school district(s) in which the School is located for inclusion in the automated system of accountability information for Nevada pursuant to *NRS 386.650*. Physical records of pupils will be stored and locked in filing cabinets that are both lockable and fireproof. They will only be accessible by authorized personnel inside the School’s administrative office. The Chair of the Governing Board will be responsible for the records of pupils if the charter is dissolved or the written charter is not renewed. The School will forward all permanent student records of pupils 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.

Required Element A.9.2: See Attachment A.9.2.

Section A.10
Career Education

The School will not provide a progression of courses within one or more of the occupational areas identified in *NAC 389.516* that prepares a pupil for entry-level employment in an occupational area; therefore, this entire section is not applicable and is not submitted.

Section B.1
Governing Body

Required Element B.1.1: See Attachment B.1.1.

Required Element B.1.2: See Attachment B.1.2.

Required Element B.1.3: See Attachment B.1.3.

Required Element B.1.4:

When a vacancy exists in the Governing Board, new Board Members will be recruited as follows:

- 1) The current Board will create or update a job description for the vacant position and establish a deadline for application submissions;
- 2) The open position will be posted on the School's website which will reach out to the community, parents, and staff members;
- 3) As possible and appropriate, the open position will be published through professional charter school and educational associations; and
- 4) Interested applicants will then complete an application that will be available online and submit it along with biographical information, a resume, and a certified background check by the deadline.

As noted in the bylaws, the membership of the Board shall represent the diversity of the community the School proposes to serve and shall be free from domination by members of the same religious, ethnic, or racial group if that group fails to represent the nature of the community the School would serve, and it shall lack parties related by birth or marriage.

Section B.2

Composition of the Committee to Form the School

Required Element B.2.1:

~~No~~ **One** member of the Committee to Form the School has an ownership interest in ~~the facility~~ **one of the facilities** the School ~~will~~ **may** lease **for testing, workshops, and/or social events**. **Angie Kleven is one of the founders of RISE Education Resource Center, Inc. (“RISE”), a facility dedicated to supporting educational choice. RISE offers space for charter schools to rent for testing, workshops, and other events. RISE is only one of the options available to the School; other options are listed in Section C.3.1.**

~~No member~~ **Two members** of the Committee to Form the School have an association or affiliation, or have had an association or affiliation, with other charter schools in this state or in another state; **this information is detailed in Attachment B.2.2.**

Required Element B.2.2: See Attachment B.2.2.

Required Element B.2.3: See Attachment B.2.3.

Required Element B.2.4: See Attachment B.2.4.

Section B.3

Management and Operation

Required Element B.3.1:

Because the School provides a virtual education and will start with a small student base, the organizational structure for the School will be small compared to on-campus schools and large virtual schools. At the beginning, management will be comprised of a Director ~~an assistant Director, and an Administrative Assistant~~ **and an Office/Business Manager**. The administrative staff will be responsible for the daily operations of the School including reporting, budgeting, finances, personnel, legal compliance, supervising teachers, and leading the School community. Responsibility for the curriculum and teaching will be delegated to WES. The School’s administrative team will work closely with WES to ensure the smooth and orderly operation of technology systems, online coursework, teaching assignments, and so forth.

The Director, working in tandem with WES, will also be responsible for instructional leadership. The Director will be responsible to know the WES learning system and help train School staff in its use and support them in daily operations.

The School will *rely primarily upon its teachers and administrators to handle daily operations and will also* work with independent contractors to provide a variety of services ~~until it becomes clear that it will be more beneficial to the school and its students to convert these services into permanent part-time or full-time positions~~ *related to special programs, general education, and administration, as needed. For a snapshot of teacher staffing in the 2013-14 year, see the “Teacher Organization Chart” in Attachment B.3.3.*

Additionally, a key element of our operations will be through committees composed of parent and community volunteers and Board Members. Management positions will be added as the student body grows and/or as it becomes evident that additional support is required to efficiently run the School.

Required Element B.3.2:

- DIRECTOR: A detailed job description can be found in Attachment B.4.11 that includes qualifications for this position. In general terms, this position will supervise all aspects of the School with respect to managing the business; relationships with the EMO and the Board, as well as student, government, public, and community entities; human resources; fiscal responsibility; assessments and required reporting; professional development and training; and furthering the vision, mission, and objectives of the School. *A member of the Board will be the financially responsible party, and will delegate to the administrative staff as needed.*
- ~~ASSISTANT DIRECTOR: This position will work closely with and support the Director as required and desired by the Director.~~
- ~~ADMINISTRATIVE ASSISTANT: This position will support both the Director and the Assistant Director in managing the day-to-day operations of the School.~~
- *OFFICE/BUSINESS MANAGER: This position may eventually be split into two positions as the school grows. Currently, this position will report to and be evaluated by the Board (not the*

Director) and will perform administrative responsibilities relative to managing the business and office needs of the school.

- TEACHERS: Our staff will initially consist of part-time teachers (*although we may create full-time teaching positions for teachers who are versatile and can handle the duties of two part-time teachers*) in addition to those ~~hired through~~ *provided by WES. For a snapshot of staffing provided by the EMO, see the “Teacher Organization Chart” in Attachment B.3.3.*
- INDEPENDENT CONTRACTORS: At this time, we foresee the need to form independent consulting relationships in the following areas: Legal counsel, information technology, special education, and accounting/auditing.
- COMMITTEES: At this time we foresee the need to form the following committees which will consist of parent and community volunteers: Executive (as outlined in the Bylaws), Finance (as outlined in the Bylaws), and special events and activities.

Required Element B.3.3: See Attachment B.3.3.

Required Element B.3.4:

The School will abide by and carry out all applicable provisions of *NRS 386.500 to 386.610*. Board Members, administration, and faculty will be provided with a copy of the above-mentioned provisions and will be expected to become familiar with them. Board Members will sign an agreement which will stipulate that they are aware of and will comply with all regulations; similar terms will be included in all employment contracts. The Director and Board will work with legal counsel who will advise if there arises a situation where statutes may not be upheld, and action will be taken immediately to bring the School into full compliance. The Board Member selection process and the Bylaws address conflict of interest and selection of Board Members who will represent the entire community served by the School. A portion of the budget has been allocated to fund professional training and development. Regular staff meetings will be held to ensure that all personnel are furthering the best interest of the students and their academic achievement by promoting and supporting the mission, vision, and objectives of the school. Individual formal and informal evaluations will be conducted on a regular basis by the

appropriate persons to ensure that all personnel are accountable for discharging their duties and responsibilities with fiscal and ethical integrity, thus maintaining transparency in all operations and providing a forum for personnel to ask for assistance when needed. The School is committed to continued cooperation with the SPCSA and will seek the help of experts when in doubt.

Required Element B.3.5:

In the event a dispute arises between a charter school sponsored by the Nevada State Public Charter School Authority (“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 SPCSA at the 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.

Required Element B.3.6:

The School will be a junior high school and a high school; however, for at least the first year the School will serve only grades 9 through 12 and will then include grades 6 through 8 by the second or third year of operation.

Required Element B.3.7:

As long as our school’s enrollment is less than it can accommodate (as determined by *NAC 386.353*), the School “shall enroll pupils...in the order in which applications are received.” “...[I]f more

pupils...apply for enrollment...than the number of spaces which are available...” the school shall use a lottery to determine who will be enrolled. Because our school will not be an “at-risk” charter school, we will recognize no lottery exemptions. As a public school, we will not close, cap, delay, postpone, or otherwise limit enrollment except as allowed by *NAC 386.353*. As stated in the Cover Sheet for our charter school application and elaborated upon in Section B.3.8, we will limit enrollment to a certain number of pupils or ratio of teachers to pupils pursuant to *NAC 386.353*.

For the following situations only, our school will establish and advertise an enrollment window from ~~May 15-31, 2013~~ **April 1-15, 2013**, during which it will accept applications: Approaching our first year of operation, when adding a new grade, and for annual enrollment in our school’s lowest grade. We will announce and advertise these opening and closing dates of the window to the community in which we plan to operate. For details on how we will manage a lottery system, see Attachment B.3.11.

Required Element B.3.8:

Williamsburg Educational Services, LLC, an Educational Management Organization was formed to assist the School. Answers to the specific questions posed in the Nevada Model Charter School Application under this section can be found in Attachment B.3.12.

Because Williamsburg’s involvement with charter schools and school districts is growing, and they do not want to conflate Williamsburg Academy—a private, tuition-based school—with the public schools with whom we affiliate, we have founded WES. WES will have access to Williamsburg Academy’s entire curriculum, and will act as a curriculum provider and/or EMO, working with charter schools and school districts.

Ms. Maureen Lois Powers assisted the Committee to Form in preparing the revision to this application as a special education adviser. Her contact information is as follows: 8 Rampart Court, Henderson, Nevada, 89074; 702-334-4361.

Her education includes a Bachelor of Science degree in Elementary Education and Special Education from the University of Nevada Las Vegas (UNLV) in 1978 and a Master of Science degree in Physical Education/Adapted Physical Education from the University of Utah in 1985. She also

completed coursework at UNLV to receive her Education Administration Endorsement in 1989. In addition, Ms. Powers has her Nevada teaching licensure. Professional Experience: Education administration for K-12, Special education for K-12, and Adapted physical education for Pre-K - 12.

Professionally, Ms. Powers has been affiliated with Clark County School District (CCSD) from December 1978 through August 1983 and again from August 1987 through August 2008 in the positions of special education teacher, special education teacher facilitator, administrator of K-12 special education, and director of early childhood education. She is currently no longer affiliated with CCSD due to retiring in 2008. She has also been employed by the Davis County School District in Farmington, Utah, from 1983 through 1985 and again from 1986 through 1987 as a special education teacher and a teacher trainer. From 1985 through 1987, she worked with Independent School District 595 in East Grand Forks, Minnesota, as a special education work experience coordinator.

Required Element B.3.9:

Per NAC 386.353 subsections 1(a) and 8(a), the School has requested to limit enrollment to 300 students across grades 9 – 12 during its first year of operation. The School is submitting an application to limit enrollment to the Superintendent of Public Instruction (included with the Charter Application). For further details, see Section 2 of the Distance Education Program Application, submitted with this application.

Per NAC 386.353 subsections 5(a) and 6(a and b), the School has requested a waiver from the requirement to enroll students from the waiting list after count day because the School is contractually obligated to pay our EMO an annual per-student fee for online curriculum access. The School would be charged this fee for students who enroll after count day, and would not receive any additional funding for those students—a situation that could create an undue financial burden on the school. For further details, see Attachment B.3.10.

Additional Element B.3.10: See Attachment B.3.10.

Additional Element B.3.11: See Attachment B.3.11.

Additional Element B.3.12: See Attachment B.3.12.

Section B.3.1

Educational Management Organization (“EMO”)

Required Element B.3.1.1:

- A. The Committee to Form decided to work with an Education Management Organization because we want to be sure that the administration and academics of the School are professional and implemented in accordance with our vision. The original idea of Leadership Academy of Nevada came from a group of Nevada parents who wanted to provide a different kind of online high school program from those currently available in the state. We wanted a school with an emphasis on leadership and a curriculum that used classical methods combined with the latest technology. We approached Williamsburg Academy and asked if Williamsburg *Academy* would be willing to provide its curriculum and methods to a new charter school in Nevada. ***The Committee to Form realizes that choosing an EMO is a critical decision that can have far-reaching effects. We take seriously our responsibility to lead LAN and do not see the EMO as an outsourcing of this responsibility. Rather, we see it as a partnership that will allow us as the Board to focus on what we do best while allowing the EMO to help us implement the School’s mission to prepare students for future leadership. Like other charter schools that contract with an EMO to perform critical aspects of their mission, we know that if the EMO fails in its duties, or is not properly aligned with the mission of the School, it will become a detriment to student learning, and we will discontinue the partnership. We are committed to making LAN a successful school. We have a strong relationship with our chosen EMO, and we believe that it will be a fruitful and long-lasting partnership; however, if, for any reason, we have to discontinue the partnership, we would remain committed to carry on the mission of the School. In this scenario, we would obtain our own installation of the Canvas LMS and a license with Blackboard Collaborate™. We would then find a replacement curriculum that preserved our liberal arts emphasis. The Committee has identified two alternate sources for curriculum and teacher training as follows:***

- a. ***Hillsdale College, through its Barney Charter School Initiative, has already assisted in the opening of several charter schools in various locations around the United States: Providing its curriculum, training teachings, and assisting in the selection of school principals. The curriculum is based on that of the highly-successful Hillsdale Academy, a private, nondenominational K-12 school. The Hillsdale curriculum is somewhat more traditional than that of Williamsburg Academy; however, Hillsdale does feature a Great Books/Socratic discussion model, for example, in its literature program. Although it does not yet offer the Hillsdale Academy curriculum online, the college has long used the Web for content delivery and is currently offering online courses, e.g., a course on the U.S. Constitution.***
- b. ***The Paideia Program, now at the University of North Carolina, was the first contemporary advocate of the Great Books/Socratic Seminar teaching model, beginning in the 1980s. Paideia has created Socratic curricula for every school subject and for all grades, K-12. The program has a nationwide network of educators and several dedicated Paideia schools in place such as Chattanooga School for the Arts and Sciences and Moreno Valley High School (Angel Fire, New Mexico).***

We would also contract with approved distance-education providers in Nevada to provide courses in other subjects like math, science, physical education, and fine arts.

- B. Williamsburg Educational Services is the EMO that will contract with Leadership Academy of Nevada. The School does not currently plan on contracting with any other EMO. See Attachment B.3.1.3, “Educational Services Agreement,” for details about which responsibilities will be delegated to WES and which will be retained by the Board (and Director, under the Board’s auspices). For a defined chart outlining the division of responsibilities between WES and the School, see Attachment B.3.1.4. *Please note:*

- a. *As set forth in the “Educational Services Agreement,” LAN will employ the key personnel including the School’s Director and Office/Business Manager. Key personnel will report to the LAN Board, not to the EMO.*
 - b. *For a snapshot of 2013-14 staff provided by the EMO, see the “Teacher Organization Chart” in Attachment B.3.3.*
- C. *See Attachment B.3.1.3, “Educational Services Agreement” for full details about the roles and responsibilities of WES as our EMO. While some charter schools have administrators who are employed by their EMO, and the EMO handles virtually all aspects of daily operations, we want to retain a greater degree of control and involvement as the Board. The Director and Office/Business Manager will be employed by and accountable directly to, the Board, not the EMO, and will handle many critical aspects of the School’s operations including staffing, finances, reporting, state testing, and special education. This will keep the Board empowered to make the important decisions that will determine the direction of the School, independent of the EMO. In addition, LAN administrators will work closely with WES staff to implement the curriculum and professional development. One of our primary reasons for this arrangement is so that LAN staff can learn the key skills of teaching a classical curriculum online from WES staff. This will help LAN staff implement the School’s mission and will ensure that if LAN and WES part ways, LAN will be better prepared to carry on independently. We have agreed with WES that an EMO fee of \$2,600.00 per student will be fair and sufficient for the performance of its duties. This fee covers all services provided by the EMO. In part, these duties include: Helping with the application process, providing a full curriculum, and other matters including assisting with recruiting and hiring teachers, conducting professional development, providing an LMS and online collaboration software, planning for growth, creating and maintaining the School's website if needed, providing technical support, and more. We prefer this arrangement to that by which an EMO charges a lower curriculum fee, but adds a per-teacher training fee, a professional development fee, a per-user fee for each staff member who creates an LMS account, and other fees. The only additional*

fee we have is a budget of \$300.00 per student for marketing to be paid to WES for a comprehensive marketing service including online marketing, face-to-face events in Nevada, and other forms of marketing and recruiting students.

- D. See Attachment B.3.1.3, “Educational Services Agreement.”
- E. Valerie Blake is the Chair of the Committee to Form. Her son, Cameron Blake, a college student and currently works for Williamsburg Academy as a teaching assistant. Also, Valerie Blake, Kelly and Ruth Parker, and Angela Kleven have children who are currently attending Williamsburg Academy, the private online high school. We know of no other conflicts or potential conflicts of interest between the School and WES.

Required Element B.3.1.2: See Attachment B.3.1.2.

Required Element B.3.1.3: See Attachment B.3.1.3.

Required Element B.3.1.4: See Attachment B.3.1.4.

Section B.3.2
Distance Education

Required Element B.3.2.1:

Under the direction of the Director, students will be enrolled full-time in grade level appropriate courses. See the Distance Education Program Application, specifically: Section 3: Documenting Attendance and Participation, and Section 5: Documenting Course Completion and Awarding Credit.

Required Element B.3.2.2:

See the Distance Education Program Application, specifically: Section 4: Assessing Student Achievement; Section 6: Monitoring Student Progress; and Addendum 1: Leadership Academy of Nevada Proctor Policy.

Required Element B.3.2.3:

See the Leadership Academy of Nevada Charter Application Section A.8: Special Student Populations.

Required Element B.3.2.4:

See the Distance Education Program Application, specifically: Section 3: Documenting Attendance and Participation.

Required Element B.3.2.5:

Under the direction of the Director, all state-required assessments listed in the Leadership Academy of Nevada Charter Application, Section A.4.2, will be administered personally to students in a public facility in accordance with Nevada statutes and in conjunction with the Distance Education Program Application, Addendum 1: Leadership Academy of Nevada Proctor Policy.

Additional Element B.3.2.6: See Attachment B.3.2.6.

Section B.4
Staffing and Human Resources

Required Element B.4.1:

As outlined in Section B.3.1, the School’s anticipated staffing needs during the first year are as follows: The full-time staff will include a Director ~~an Assistant Director, and an Administrative Assistant~~ *and an Office/Business Manager*.

The part-time staff will include the following ~~independent contractors~~: Licensed teachers as needed, depending on enrollment (*for a snapshot of licensed teacher staffing for the 2013-14 year, see the “Teacher Organization Chart” in Attachment B.3.3*); non-certified teachers as needed, depending on enrollment, legal counsel, a special education consultant, an information technology (“IT”) consultant, and an accountant/auditor. Additionally, we will utilize a staff of volunteers comprised of parents and community members on an as-needed basis.

~~It is anticipated that we will hire approximately one teacher per fifty students. If we reach our first year enrollment goal of 300 students, we anticipate having nine teachers who work for the School on a part time basis. In this scenario, WES would also provide three teachers, for a total of twelve, and a final teacher:student ratio of 1:25.~~

It is anticipated that we will hire approximately one full-time teacher per 40 students, or one part-time teacher per 20 students, not including special education teachers; however, we will have a smaller teacher:student ratio when we first open. For example, if we reach our goal of 300 students, we anticipate hiring twelve part-time teachers, not including special education. In this scenario, WES would also provide four part-time teachers and one full-time teacher, for a total of 16 part-time teachers and one full-time teacher. In the full-time equivalent, this is a teacher:student ratio of 1:33.

As our numbers increase and we expand to include grades 6 through 8, we will increase the numbers of our teachers in proportion with the student body so as to ensure that there are adequate teachers for the enrolled students. The qualifications of, and the hiring procedure for, the teachers are set forth in [Section 3.4.8](#) below.

No more than 30 percent of our teaching staff will be comprised of those who are employed by WES. The remaining 70 percent of our teaching staff will work ~~as independent contractors~~ for the School. These teachers will be trained in the philosophy, methods, and curricula of WES so as to ensure that the classes are true to the mission, vision, and objectives of the School. *For a breakdown of licensed teacher staffing for the 2013-14 year, provided by Leadership Academy of Nevada and WES, see the “Teacher Organization Chart” in [Attachment B.3.3](#).*

The School will effectively recruit and retain high-quality *online* teachers and staff members because our mission, vision, and objectives are clearly defined and unique. We are a one-of-a-kind school that will attract professionals who believe in the Liberal Arts and want to be a part of our team. When we are true to our mission and focused on providing a high-quality leadership education to the students of Nevada, teachers and other staff members will want to stay with us and help us achieve our goals.

Per [Attachment B.3.1.3](#), the “Educational Services Agreement,” WES will help recruit, train, and retain teachers. WES recruits teachers using iNACOL’s online job forum because it is widely used in the industry, and teachers on that forum tend to have online teaching experience. WES has a proven track record of retaining teachers. Over the past five years, WES has maintained a teacher retention

rate of 85 percent each year because WES is dedicated to teacher development and a vibrant teacher community.

Required Element B.4.2:

The School assures to comply with *NRS 396.595* when negotiating contracts for employment.

Required Element B.4.3:

All teachers hired at the School will be licensed in accordance with *NRS 386.590*.

Required Element B.4.4:

To provide for an objective performance evaluation system and as per *NRS 391.3125* and *NRS 386.050*, the procedure for evaluating teachers can be found in Attachment B.4.10.

Required Element B.4.5:

~~At this time, the School's Administrator is undetermined.~~ *At the first Board Meeting, Bryon Richardson intends to resign from the Board to become the Director (Administrator) of the School. His address is: P.O. Box 126; Altamont, Utah, 84001. His phone number is 435-454-3007. He is currently serving as the principal for Uintah River High School, a Utah charter school. A complete resume can be found in Section B.2.3.*

Required Element B.4.6:

A complete job description for the Administrator (titled position will be "Director") can be found in Attachment B.4.11.

Required Element B.4.7:

A detailed procedure for hiring the Administrator can be found in Attachment B.4.12.

Required Element B.4.8:

A detailed procedure for hiring instructors and other staff members can be found in Attachment B.4.12 and Attachment B.4.13.

Required Element B.4.9:

A. At this time, the names, license numbers, and proposed assignments of each licensed staff member are undetermined.

B. At this time, the names, qualifications, and proposed assignments of each non-licensed staff member are undetermined.

Additional Element B.4.10: See Attachment B.4.10.

Additional Element B.4.11: See Attachment B.4.11.

Additional Element B.4.12: See Attachment B.4.12.

Additional Element B.4.13: See Attachment B.4.13.

Section C.1
Budget

Required Element C.1.1: See Attachment C.1.1, Year One and Year Two.

Required Element C.1.2: See Attachment C.1.2, Year One and Year Two.

Required Element C.1.3: See Attachment C.1.3, Year One and Year Two.

Required Element C.1.4:

The School will use the “Nevada Common Elements for Accounting and Reporting K-12 Educational Finances, including Chart of Accounts” as prescribed by the State of Nevada Department of Education.

Required Element C.1.5: See Attachment C.1.5.

Required Element C.1.6:

The School plans to open with 300 students, but has determined the minimum number of students to be able to operate is 180. The School’s contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment, or other financial challenges in the early years of operation include a reduction in the number of administrative and teaching positions filled by the School (fixed costs), a reduction in administrative salaries, a reduction in variable costs directly related to lower student enrollment. The School Board plans to submit a written request to the Superintendent of Public Instruction to receive, in the first year of operation of the School, an apportionment 30 days before the apportionment is required to be made pursuant to *NRS 387.124*. ***In addition, the Board is exploring the establishment and incorporation of a foundation for the purposes of accepting, holding, and***

administering funds and gifts to the School for special and general purposes, applying for grants from public and private sources, and securing an annual operating line of credit. In addition, WES has agreed to provide an operating line of credit not to exceed 15 percent of our annual budget (see Attachment B.3.1.4).

Section C.2
Financial Management

Required Element C.2.1:

Kelly G. Parker, CPA, who serves on the Committee to Form the School and is expected to serve on the School’s Governing Board will be the contact person for handling the School’s financial liability. He, in this capacity on the Committee/Board, along with the Board, is responsible for ensuring that any remaining money is returned to the appropriate funding sources, such as state and local authorities.

Required Element C.2.2:

Upon closure of the School, the Executive Committee of the Board, which will be comprised of the officers of the Board, will work together to oversee the closing of the School pursuant to *NAC 386.335, 386.342, and 386.360*, as applicable.

Required Element C.2.3:

The School will use Stewart Archibald & Barney, LLP to perform the annual audit pursuant to *NAC 387.775*.

Required Element C.2.4:

The School will use a Nevada branch of Wells Fargo Bank, N.A., whose deposits are insured by the Federal Deposit Insurance Corporation, to maintain all money received by the School.

Required Element C.2.5:

We believe that when families are financially invested in the educational process their commitment to their child’s education increases. Nevertheless, all basic courses for annual advancement and progress offered during the fall and winter semesters are provided to the students free of fees, charges, and deposits. ~~While most required education materials will be provided electronically, the~~

School will provide a stipend up to \$75.00 each semester toward texts, materials, *etc.* not provided electronically. ***Additionally, the School will provide a full stipend to each student that is adequate to cover all books for all courses each year. For the 2013-14 year, we anticipate \$150.00 per student will be adequate. Each year we will adjust the book stipend as necessary.*** In addition, and if requested, the School will loan a laptop computer to each enrolled student for school use, and the School will provide a stipend of \$100.00 each semester to each family of enrolled students towards internet/Wi-Fi service.

Required Element C.2.6:

Kelly G. Parker, CPA; c/o Piercy Bowler Taylor & Kern, Certified Public Accountants and Business Advisors; 6100 Elton Avenue, Suite 1000; Las Vegas, NV 89107; office (702) 384-1120, fax (702) 870-2474, kparker@pbtbk.com; who serves on the Committee and is expected to serve on the Board and has been a practicing CPA in the State of Nevada since 1992 is the person who is *initially* designated to draw all orders for the payment of money belonging to the School pursuant to *NRS 386.573*. ***The person who is designated to draw orders for payment of money belonging to the School pursuant to NRS 386.573 will always be a Board member or an employee of the Board.***

Required Element C.2.7:

The minimum number of enrolled pupils necessary for financial viability of the School is 180.

Section C.3
Facilities

Required Element C.3.1:

Pursuant to *NAC386.140(4)*, we are providing the following answers to the questions posed in this section of the Nevada Model Charter School Application.

- A. Facility: As a distance education school, we will ~~not~~ ***only*** need a ~~large school facility~~ ***minimal facilities***. Once we have received our ***Subsection 7*** Charter, we will look for an office suite where the Director, ~~Assistant Director~~ ***Office/Business Manager***, and a minimal staff can work. ***In addition to office space, the suite will have adequate room for Board Meetings, and a place for a nurse as needed. If our budget allows, we may acquire adequate space for students to complete their annual***

testing, to hold workshops, and to host occasional social events for students and families. Should our budget be inadequate or we cannot find the space we desire, there are many facilities that we can rent for these purposes. A short list of possible places which will have adequate space and set up for testing, workshops, and/or social events is as follows: RISE Education Resource Center, the YMCA, recreation centers, libraries, hotels, colleges, universities, as well as brick-and-mortar public and charter school buildings. We are confident that should we not be able to provide for an adequate facility ourselves for testing, workshops, and/or social events, we will be able to find reasonably-priced space to rent.

Personnel: Once the **Subsection 7** Charter has been approved, we will begin the hiring process.

Equipment: Computers will form our most substantial equipment expense. We will not make this investment until we have explored all of the options available and have our charter.

B. Our plan for obtaining a suitable facility, personnel, and equipment is as follows:

- 1) An existing facility will be remodeled to suit our needs.
- 2) The schedule for obtaining a suitable facility, personnel, and equipment is as follows:

September 2012	- Continue with computer equipment search - Determine exact facility needs and location - Put together job description and application for Director and Assistant Director Office/Business Manager
October 2012	- Begin Director and Assistant Director Office/Business Manager search (upon charter approval)
November 2012	- Advertise for Director and Assistant Director Office/Business Manager - Begin grant writing research - Begin marketing efforts
December 2012	- Begin facility search - Submit revised charter application - Hire Director and Office/Business Manager
January 2013	- Begin interviewing for Director and Assistant Director - Marketing development - Website development

February 2013	<ul style="list-style-type: none"> - Hire Director - Hire Assistant Director - Begin searching for recruiting teachers and other staff - Begin recruiting nurse - Secure facility contract if build-out is required
March 2013	<ul style="list-style-type: none"> - Website finished - Begin recruiting students
April 2013	<ul style="list-style-type: none"> - Rent facility - Enrollment: April 1-15 - Continue teacher recruitment if necessary
May 2013	<ul style="list-style-type: none"> - Move into facility - Purchase computers - Purchase office equipment and furniture - Begin enrollment - Continue student and teacher recruitment if necessary - Professional Development for Board, Director, and Office/Business Manager, and Nurse
June 2013	<ul style="list-style-type: none"> - Move into facility - Continue student and teacher recruitment if necessary - Professional Development for teachers
July 2013	<ul style="list-style-type: none"> - Continue student and teacher recruitment if necessary - Professional Development for teachers as needed
June August 2013	<ul style="list-style-type: none"> - Continue marketing and enrollment - Training for Administration and Teachers - Continue student and teacher recruitment if necessary - Professional Development for teachers as needed - Fall semester begins

C. The anticipated opening date of the School is ~~August 26, 2013~~ **August 22, 2013.**

D. We will need the following Equipment: Ten computers (and a server) with software, one computer per student, a conference table and chairs, three desks with chairs, two to three printers, a copy machine, a fax machine, lighting, chairs in the lobby (waiting room), bookshelves, filing cabinets (including a locked, fireproof cabinet for student records), miscellaneous office equipment/furniture such as floor mats, and all required office supplies.

E. See Attachment C.3.2.

F. We understand that acceptance of the application by the sponsor of the charter school is necessary to obtain a facility, personnel, and equipment.

Required Element C.3.2: See Attachment C.3.2.

Section C.4

Transportation, Health Services and Emergency Services

Required Element C.4.1:

The School will not be transporting students to school buildings. Because we are a distance education charter, there will be no need for these services. All local activities will be optional; therefore, if a student desires to attend it will be the parents' responsibility to transport him. However, the School will work with parents to help families make contact for carpooling purposes.

Required Element C.4.2:

~~The School will not provide health services to students. No contracts have been entered into for the provision of health services. Since both groups will work out of their homes, their respective families will handle student and teacher health emergencies.~~

The School will employ a nurse who meets the qualifications set forth in NRS 632.270 on an as-needed basis to ensure the School is in compliance with NRS 391.208 and NRS 392.420. The duties of the nurse include, but are not limited to: Documenting immunization records; overseeing the screenings for audio, visual, and scoliosis screenings for 7th and 10th grade students; ensuring that the medical needs of students are provided for in IEPs; ensuring that the parents or guardians, administrator, and other professionals responsible for the student are kept apprised of the student's needs; and fulfilling all other duties required by law and regulations from the Nevada State Board of Education.

Required Element C.4.3:

The School will collect immunization records as part of the enrollment process. Each year that a student enrolls or re-enrolls, parents will update his/her records on the enrollment form. The administration will be responsible for overseeing the maintenance of the immunization records. The records will be kept on file at the school's administrative office.

Required Element C.4.4: See Attachment C.4.4.

Required Element C.4.5: See Attachment C.4.5.

Required Element C.4.6: *Not Applicable.*

Required Element C.4.7: *See Attachment C.4.7.*

Attachment A.4.1

Attachment A.4.1
Assessment Plan

Grade	Assessment	Date / Windows			
6	CRT	150th Day of Instruction +/- 10 Days (Mar. 10 - Apr. 4)			
7	CRT	150th Day of Instruction +/- 10 Days (Mar. 10 - Apr. 4)			
8	CRT	150th Day of Instruction +/- 10 Days (Mar. 10 - Apr. 4)			
8	Writing	Jan. 27 - Feb. 28			
8	ACT: Explore			May. 2	
9	ACT: Explore			May. 2	
10	HSPE: Math, Reading, and Science		Mar. 4 - 7		
10	ACT: Plan			May. 2	
11	HSPE: Math, Reading, and Science	Nov. 4-8	Mar. 4-7		
11	HSPE: Writing	Nov. 6	Mar. 6		
12	HSPE: Math, Reading, and Science	Nov. 4-8	Mar. 4-7	Apr. 28 - May 2	Jul. 7 - 11
12	HSPE: Writing	Nov. 6	Mar. 6	Apr. 30	Jul. 9

Leadership Academy of Nevada will administer all assessments required by law to grade/subgroup-appropriate enrolled students including NAA, ELPA and NAEP if selected. We will not be offering grades 6-8 during our first year; however we have left them on the assessment schedule in order to have the overall picture of what it will look like when we are ready to offer these grades.

Attachment A.5.1

Attachment A.5.1

Calendar for 2013-14 School Year

	Monday	Tuesday	Wednesday	Thursday	Friday	School Days	Accumulated School Days	Important Days
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August - September 2013	NS-19	NS-20	NS-21	22	23	2	2	First Day of Sem: 08/22/13	
	26	27	28	29	30	5	7	Labor Day: 09/02/13	
	DH-2	3	4	5	6	4	11	Count Day: 09/20/13	
	9	10	11	12	13	5	16		
	16	17	18	19	20	5	21		
School Month 1							21 Days Total		

September - October 2013	23	24	25	26	27	5	5		
	30	1	2	3	4	5	10		
	7	8	9	10	11	5	15		
	14	15	16	17	18	5	20		
School Month 2							41 Days Total		

October - November 2013	21	22	23	24	DH-25	4	4	Nevada Day: 10/25/13	
	28	29	30	31	1	5	9	Veteran's Day: 11/11/13	
	4	5	6	7	8	5	14		
	DH-11	12	13	14	15	4	18		
School Month 3							59 Days Total		

November - December 2013	18	19	20	DH-21	DH-22	3	3	Thanksgiving: 11/21/13	
	25	26	27	28	29	5	8	Family Day: 11/22/13	
	2	3	4	5	6	5	13	Last Day of Sem: 12/13/13	
	9	10	11	12	13	5	18		
School Month 4							77 Days Total		

December 2013 - January 2014	WB-16	WB-17	WB-18	WB-19	WB-20	0	0	Winter Break:	
	WB-23	WB-24	WB-25	WB-26	WB-27	0	0	12/16/13 through 12/31/13	
	WB-30	WB-31	DH-1	2	3	2	2	New Year's Day: 01/01/14	
	6	7	8	9	10	5	7	First Day of Sem: 01/02/14	
School Month 5							84 Days Total		

January - February 2014	13	14	15	16	17	5	5	MLK Day: 01/20/14	
	DH-20	21	22	23	24	4	9		
	27	28	29	30	31	5	14		
	3	4	5	6	7	5	19		
School Month 6							103 Days Total		

Attachment A.5.1

Calendar for 2013-14 School Year

	Monday	Tuesday	Wednesday	Thursday	Friday	School Days	Accumulated School Days	Important Days
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February - March 2014	10	11	12	13	14	5	5	President's Day: 02/17/14	
	DH-17	18	19	20	21	4	9		
	24	25	26	27	28	5	14		
	3	4	5	6	7	5	19		
School Month 7							122 Days Total		

March - April 2014	10	11	12	13	14	5	5		
	17	18	19	20	21	5	10		
	24	25	26	27	28	5	15		
	31	1	2	3	4	5	20		
School Month 8							142 Days Total		

April - May 2014	7	8	9	10	11	5	5	Spring Break: 4/14, 4/15, 4/16, 4/17, 4/18/2014	
	SB-14	SB-15	SB-16	SB-17	SB-18	0	5		
	21	22	23	24	25	5	10		
	28	29	30	1	2	3	13		
School Month 9							155 Days Total		

May 2014	6	7	8	9	10	5	5	Last Day of Sem: 5/24/14 Memorial Day: 5/27/14 Contingency Days: 5/28, 5/29, 5/30, 5/31/2014	
	13	14	15	16	17	5	10		
	20	21	22	23	24	5	15		
	DH-27	CD-28	CD-29	CD-30	CD-31	0	15		
School Month 10							170 Days Total		

22-Aug-13 First Day of Fall Semester
 2-Sep-13 Labor Day
 25-Oct-13 Nevada Day
 11-Nov-13 Veteran's Day
 21-Nov-13 Thanksgiving
 22-Nov-13 Family Day
 13-Dec-13 Last Day of Fall Semester
 16-Dec-13 First Day of Winter Break
 1-Jan-14 New Year's Day
 2-Jan-14 First Day of Winter Semester
 20-Jan-14 Martin Luther King Day
 17-Feb-14 President's Day
 14-Apr-14 First Day of Spring Break
 24-May-14 Last Day of Winter Semester
 27-May-14 Memorial Day

NS: No School
 DH: District Holiday
 CD: Contingency Day
 WB: Winter Break
 SB: Spring Break

Attachment A.5.3

Attachment A.5.3

Alternative Schedule delineating number of days and minutes per day:

Our school year consists of ~~2~~ **two** semesters. ~~that are 16 weeks each~~ The total number of days for each school year is ~~153~~ **170** (see Attachment A.5.1 for more details on the annual calendar).

The total number of minutes per day (on average) for each grade level is as follows (see Attachment A.3.6 for more details on the daily schedules):

9th Grade: 480

10th Grade: 480

11th Grade: 480

12th Grade: 480

NAC 387.131 states that “a school day including recess and breaks between activities, but not including time for lunch” should equal 330 minutes for 7-12 grades for a total of 59,400 minutes per school year. Leadership Academy of Nevada surpasses the total number of required minutes per day, and therefore surpasses the total number of required minutes per school year.

Attachment A.6.4

Attachment A.6.4

Truancy Policy

Pupils will be required to attend school regularly in accordance with Nevada statutes. In order to meet or exceed state academic standards and develop habits of punctuality, self-discipline, and responsibility, students must attend and participate in their prescribed educational programs.

Leadership Academy of Nevada ("School") will ensure that our students and parents are aware of state regulations regarding truancy and attendance. If a student appears to be truant or absent, parents will be notified by e-mail and/or phone and appropriate steps will be taken. School administrators will work closely with parents to rectify the problem. If that is not sufficient then the School will follow truancy procedures found in *NRS 386.585(6)*, *NRS 392.130-392.220*, and *NAC 386.180(5)*.

Truancy defined: As per *NRS 392.130*, "A pupil shall be deemed a truant who is absent from school without the written approval of his teacher or the administrator of the school unless the pupil is physically or mentally unable to attend school. The teacher or administrator shall give his written approval for a pupil to be absent if an emergency exists or upon the request of a parent or legal guardian of the pupil. Before a pupil may attend or otherwise participate in school activities outside the classroom during regular classroom hours, he must receive the approval of the teacher or administrator."

FIRST CONFIRMED TRUANCY

When the School confirms that a student has been truant for the first time, the following actions will be taken.

1. The school will work with the parents to try to find the reasons for the truancy, and the school will take reasonable actions designed to encourage, enable, or convince the student to attend school.
2. The school will document, assemble, and retain all evidence that the truancy is in fact a truancy. The school will document communications with the parent(s) or guardian(s) regarding truancy and the actions taken to encourage, enable, or convince the student to attend school.
3. The administrator will deliver, or cause to be delivered, a written notice of truancy to the parent; and document that such written notice has been delivered. That notice will conform to the requirements outlined in *NRS 392.130* through *392.160*, and it may, if appropriate, outline some or all of the enforcement penalties in *NRS 392.130* through *NRS 392.220* that children and/or adults may suffer as a result of their actions or inactions regarding truantries. The notice to the parent(s) or guardian(s) will also advise them that if there has been an attendance error, they need to contact the school immediately.

SECOND CONFIRMED TRUANCY

If a student is truant for a second time the procedures outlined above under FIRST CONFIRMED TRUANCY should be followed. In the notice sent to parent(s) or guardian(s) for a second truancy the administrator will appropriately stress the enforcement penalties for truancy, and the administrator will notify the parents of the definition of habitual truant and the consequences of being a habitual truant.

THIRD CONFIRMED TRUANCY

If a student is truant for a third time, that student shall be declared a habitual truant, and all of the procedures outlined above under FIRST CONFIRMED TRUANCY should be followed, except that the notice delivered to the parent(s) or guardian(s) will include notification that the student will be reported to the local law enforcement agency for investigation and issuance of a citation, if warranted, as a habitual truant. The notice to the parent(s) or guardian(s) will also advise them that if there has been an attendance error they need to contact the school immediately.

HABITUAL TRUANT

A Habitual Truant, as defined by *NRS 392.040*, is any student who has been declared a truant three (3) or more times within one (1) school year. Any student who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without written approval may again be declared a habitual truant.

When the student has been declared a habitual truant that student will be reported to the local law enforcement agency for investigation and issuance of a citation, if warranted, as a habitual truant.

MINIMUM ATTENDANCE REQUIRED

Students must be in attendance at least 90 percent of the time they are enrolled each year in order to earn credit.

The following absences do not count against a student when applying the 90 percent attendance rule (*NRS 392.122*):

1. Absences due to the fact that the student is physically or mentally unable to attend school;
2. Up to ten (10) days of absence within one (1) school year;
 - a. With the approval of the teacher or administrator of the school pursuant to *NRS 392.130*;
 - b. If the student has completed course work requirements;
3. Absences due to a school activity that is:
 - a. Sponsored by the school;
 - b. Part of the program of the school; and
 - c. Personally supervised by an employee of the school.

Attachment A.6.5

Attachment A.6.5

Absence Policy

Pupils will be required to attend school regularly in accordance with Nevada statutes. In order to meet or exceed state academic standards and develop habits of punctuality, self-discipline, and responsibility, students must attend and participate in their prescribed educational programs. Attendance is a shared responsibility and concern of students and their parents or guardians, with the assistance and support of school staff and the community.

Absence defined: To progress steadily, students should log in every school day and should submit assignments regularly so they are on pace to finish their courses by the end of the semester. If a student does not log in to the Student Information System (“SIS”)/Learning Management System (“LMS”) several times per week and does not submit assignments on time, the student is considered absent. When the school determines the reason for absence, the absence is identified as one of the following reasons:

Unverified:

1. Reason for the absence is unknown medical
2. Illness
3. Doctor or dentist appointment
4. Requiring medical treatment

Circumstance:

1. Religious observations
2. Legal
3. Bereavement
4. Prearranged - A prearranged absence is an absence with advance notification to the school administration.
5. Family business - Situations where the student misses school due to family business that is outside of the immediate control of the family or to appointments/activities that cannot be scheduled outside of the school day. Examples: Sick relative, fiscal matters, and other than legal or medical appointments.
6. Personal business - Situations where the student misses school due to the student's personal business that is outside the immediate control of the student or parent/guardian or the student's personal appointments/activities that cannot be scheduled outside of the school day. Examples: Employment interview and driver's license.
7. Non-school/school sponsored events
8. Emergencies
9. Suspension

Alternative educational settings:

1. Juvenile Hall
2. Hospital
3. Truancy

Absence, Truancy, and Non-Compliance Policy: Parent Form

In compliance with Nevada state law, all students are required to attend all classes for which they are legally registered.

As a Nevada public charter school, Leadership Academy of Nevada is required to monitor student attendance in accordance with all applicable statutes and State Board of Education rules and regulations. Student attendance is measured by time and frequency logged in to the academy's online learning management system and by the number and frequency of assignments submitted.

In all courses, students have access to direct weekly contact with a teacher during Office Hours in an online classroom. Students are not required to attend Office Hours. Students also have access to teachers every school day via email and our internal messaging system in our SIS/LMS. Our standard is that teachers respond to messages from students within one school day. It is the student's responsibility to ensure that all objectives of the class are met and that his attendance reflects the quality of his work.

Responsibility for compliance with state attendance statutes and regulations belongs to the school, which is obligated to keep an accurate record of daily attendance and progress. A student will be considered non-compliant (truant) if he fails, without a legitimate reason, to log any attendance and/or class progress on the SIS/LMS after seven (7) consecutive calendar days.

A parent or student may also be deemed non-compliant for one or more of the following reasons:

- Failure to respond to teacher/administrator phone calls and/or e-mails;
- Failure to participate in scheduled parent/student/teacher conferences;
- Failure to participate in scheduled parent/teacher training workshops;
- Failure to participate in state-mandated assessments;
- Failure to participate in required benchmark assessments; and
- Failure to communicate change of contact information.

Non-compliance procedures:

1. The Director (or other school administrator) will send an e-mail to the parent(s) or guardian(s) notifying them of the non-compliant status and stating the infraction along with the course of remedy. Non-compliance reports become a permanent part of student record.
2. If student/parent does not adequately address the documented concerns within a reasonable time frame, a conference call will be conducted between the Director and parent(s) or guardian(s) at which time the parent will be informed that failure to address the concerns will result in the student's removal from Leadership Academy of Nevada.
3. If student/parent does not adequately address the documented concerns within a reasonable time following the e-mail and conference call from the Administrator, a letter concerning the details of the non-compliant status will be sent via certified-mail notifying the parent that the student is being removed from Leadership Academy of Nevada and informing them of their legal obligation to enroll the student in their local public school, private school or notify the district of intent to homeschool per state requirements. A copy of the letter and non-compliance report will be sent to the student's resident school district.

When truancy has been confirmed, the following procedures will be followed:

FIRST CONFIRMED TRUANCY

When the School confirms that a student has been truant for the first time the following actions will be taken.

- 1. The school will work with the parents to try to find the reasons for the truancy, and the school will take reasonable actions designed to encourage, enable, or convince the student to attend school.*
- 2. The school will document, assemble, and retain all evidence that the truancy is in fact a truancy. The school will document communications with the parent(s) or guardian(s) regarding truancy and the actions taken to encourage, enable, or convince the student to attend school.*
- 3. The administrator will deliver, or cause to be delivered, a written notice of truancy to the parent; and document that such written notice has been delivered. That notice will conform to the requirements outlined in NRS 392.130 through 392.160, and it may, if appropriate, outline some or all of the enforcement penalties in NRS 392.130 through NRS 392.220 that children and/or adults may suffer as a result of their actions or inactions regarding truanancies. The notice to the parent(s) or guardian(s) will also advise them that if there has been an attendance error, they need to contact the school immediately.*

SECOND CONFIRMED TRUANCY

If a student is truant for a second time the procedures outlined above under FIRST CONFIRMED TRUANCY should be followed. In the notice sent to parent(s) or guardian(s) for a second truancy the administrator will appropriately stress the enforcement penalties for truancy, and the administrator will notify the parents of the definition of habitual truant and the consequences of being a habitual truant.

THIRD CONFIRMED TRUANCY

If a student is truant for a third time, that student shall be declared a habitual truant, and all of the procedures outlined above under FIRST CONFIRMED TRUANCY should be followed, except that the notice delivered to the parent(s) or guardian(s) will include notification that the student will be reported to the local law enforcement agency for investigation and issuance of a citation, if warranted, as a habitual truant. The notice to the parent(s) or guardian(s) will also advise them that if there has been an attendance error they need to contact the school immediately.

HABITUAL TRUANT

A Habitual Truant, as defined by NRS 392.040, is any student who has been declared a truant three (3) or more times within one (1) school year. Any student who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without written approval may again be declared a habitual truant.

When the student has been declared a habitual truant that student will be reported to the local law enforcement agency for investigation and issuance of a citation, if warranted, as a habitual truant.

Parent signature: _____

Date: _____

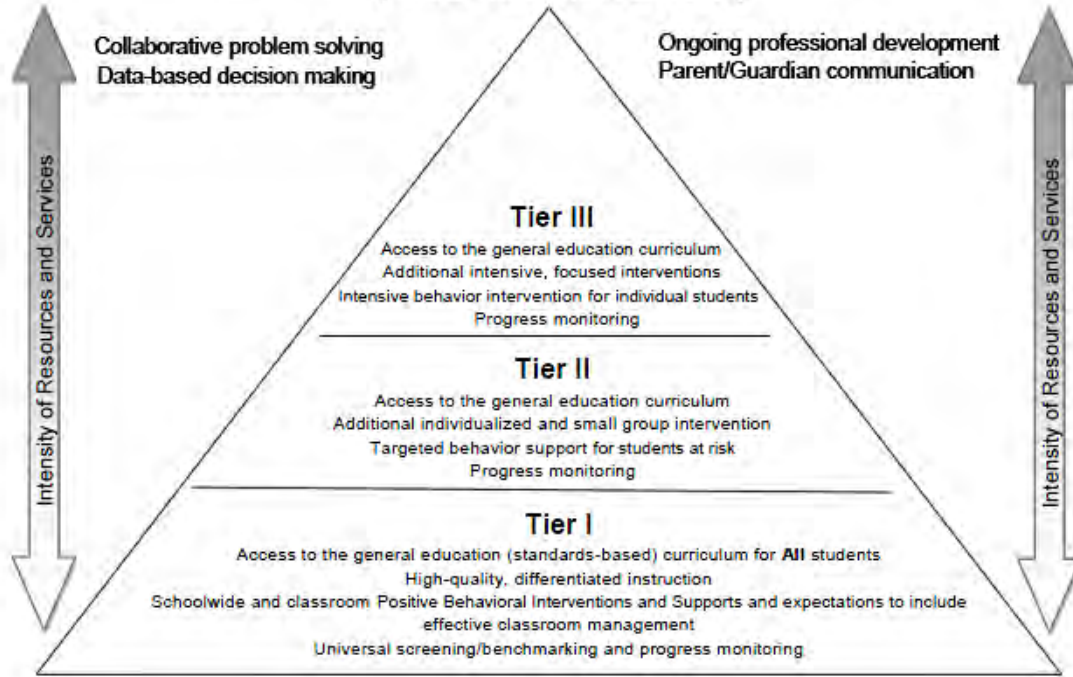
Attachment A.8.6

Attachment A.8.6

Procedures for Response to Intervention (“RTI”)

1. Develop an intervention plan for the student, to include:
 - a. Describe academic or behavior concerns and the degree to which the student's academic or behavior performance fails to meet the demands of the virtual educational setting;
 - b. Interventions provided will be targeted toward improving performance and increasing the rate of learning;
 - c. Collected data (generally during a 16-week period) will be designed to measure the student's level of performance and rate of learning;
 - d. The frequency of data collection, a description of how the data will be summarized, a description of how intervention effectiveness will be evaluated, and a schedule for evaluating effectiveness of the interventions will be decided.
2. Parents will be provided a copy of the student's intervention plan.
3. Based in part on the results of the targeted, scientific, research-based intervention, Leadership Academy of Nevada (“School”) will determine if more intensive interventions are required.
4. Focused intensive interventions will be provided if required and collected data will be reviewed at a time-certain. The School will meet regularly to review referrals and interventions to ensure that each student's needs are being met.
5. The School will determine whether the student is suspected of having a disability and should be evaluated for special education eligibility.
6. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the School will:
 - a. Conduct the initial evaluation if the School believes that the student is suspected of having a disability; or
 - b. Provide PARENTAL PRIOR WRITTEN NOTICE of its refusal to conduct the initial evaluation (if the School does not agree that the student is suspected of having disability).
 - c. Any proposed refusal to evaluate a student must be discussed with the Director or Special Education Designee.

RESPONSE TO INSTRUCTION FRAMEWORK (Academic and Behavior)



Referral and Evidence Protocol

Response to Intervention

Levels of Evidence Protocol

Assessment of Appropriate Instruction



Use Only for Initial Evaluation

Student	ID Number	School		
Levels of Evidence				
Tier 1 Data: General Education <i>Core Instruction</i>		YES	NO	Don't Know
There is clear and convincing evidence of appropriate core instruction:				
*	Explicit and systematic core instruction was consistently provided according to Leadership Academy of Nevada standards in the academic area or areas of primary concern (___ reading, ___ math, ___ writing, ___ oral language - check academic area or areas of primary concern)			
*	Core instruction was provided by "qualified" teachers			
*	About 80% of student peers adequately responded to core instruction			
*	Universal screening was conducted to identify students at risk of failure			
*	Differentiated core instruction was adapted to the student's skill level			
*	Repeated assessment of student achievement aligned with core instruction was conducted at reasonable intervals and data-based documentation of student progress/response was provided to parents			
Tier 2 Data: General Education <i>Targeted Instruction</i>		YES	NO	Don't Know
There is clear and convincing evidence of targeted or supplemental instruction beyond core instruction:				
*	Targeted instruction/intervention was appropriately designed (see Intervention Assessment Protocol and/or other sources of evidence)			
*	Targeted instruction/intervention was implemented with integrity (see Intervention Assessment Protocol and/or other sources of evidence?)			
*	Repeated Assessment of student achievement aligned with targeted instruction/intervention was conducted at reasonable intervals and data-based documentation of student progress/response was provided to parents			
Tier 3 Data: General Education <i>Intensive Intervention</i>		YES	NO	Don't Know
There is clear and convincing evidence of intensive intervention beyond targeted and core instruction:				
*	Intensive individualized intervention was appropriately designed (see Intervention Assessment Protocol and/or other sources of evidence)			
*	Intensive individualized intervention was implemented with integrity (see Intervention Assessment Protocol and/or other sources of evidence)			
*	Repeated assessment of student achievement aligned with intensive intervention was conducted at appropriately frequent intervals and data-based documentation of student progress/response was provided to parents			
Total Number of Yes, No & Don't Know				
Appropriate Instruction Statement				
Based on the Yes, No & Don't Know totals above, check the Yes or No box that best reflects the statement below:				
The weight of the evidence indicates that appropriate instruction was consistently provided in general education settings.		YES	NO	
School Psychologist				
Name:		Date:		

Referral and Evidence Protocol

Response to Intervention

Levels of Evidence Protocol
Assessment of Appropriate Instruction



Use Only for Initial Evaluation

Student	ID Number	School
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Levels of Evidence				
Tier 1 Data: General Education Core Instruction	<i>There is clear and convincing evidence of appropriate core instruction:</i>	Yes	No	Don't Know
<ul style="list-style-type: none"> • Explicit and systematic <i>core instruction</i> was consistently provided according to CCSD standards in the academic area or areas of primary concern (___ reading, ___ math, ___ writing, ___ oral language—check academic area or areas of primary concern) • <i>Core instruction</i> was provided by "qualified" teachers • About 80% of student peers adequately respond to <i>core instruction</i> • Universal screening was conducted to identify students at risk of failure • Differentiated <i>core instruction</i> was adapted to the student's skill level • Repeated assessment of student achievement aligned with <i>core instruction</i> was conducted at reasonable intervals and data-based documentation of student progress/response was provided to parents 				
Tier 2 Data: General Education Targeted Instruction	<i>There is clear and convincing evidence of targeted or supplemental instruction beyond core instruction:</i>	Yes	No	Don't Know
<ul style="list-style-type: none"> • <i>Targeted instruction/intervention</i> was appropriately designed (see <i>Intervention Assessment Protocol</i> and/or other sources of evidence) • <i>Targeted instruction/intervention</i> was implemented with integrity (see <i>Intervention Assessment Protocol</i> and/or other sources of evidence) • Repeated assessment of student achievement aligned with <i>targeted instruction/intervention</i> was conducted at reasonable intervals and data-based documentation of student progress/response was provided to parents 				
Tier 3 Data: General Education Intensive Intervention	<i>There is clear and convincing evidence of intensive intervention beyond targeted and core instruction:</i>	Yes	No	Don't Know
<ul style="list-style-type: none"> • <i>Intensive individualized intervention</i> was appropriately designed (see <i>Intervention Assessment Protocol</i> and/or other sources of evidence) • <i>Intensive individualized intervention</i> was implemented with integrity (see <i>Intervention Assessment Protocol</i> and/or other sources of evidence) • Repeated assessment of student achievement aligned with <i>intensive intervention</i> was conducted at appropriately frequent intervals and data-based documentation of student progress/response was provided to parents 				
Total Number of Yes, No & Don't Know				

Appropriate Instruction Statement		
<i>Based on the Yes, No & Don't Know totals above, check the Yes or No box that best reflects the statement below.</i>		
Yes	No	The weight of the evidence indicates that <i>appropriate instruction</i> was consistently provided in general education settings.

School Psychologist	
Name:	Date:

Attachment A.8.7

Attachment A.8.7

Continuum of Services for Special Education

~~During the first year,~~ Leadership Academy of Nevada will provide services for the following continuum of services:

- 1 Regular education classes; and
- 2 Regular education classes with resource room.

The full continuum of services includes instruction in:

- 1 Regular education classes;
- 2 Regular education classes with resource room;
- 3 ~~Special classes;~~
- 4 ~~Special schools;~~
- 5 ~~Community based programs;~~
- 6 ~~Home instruction;~~
- 7 ~~Hospitals; or~~
- 8 ~~Institutions.~~

~~Supports for more restrictive placements may be considered in the future.~~

Due to the live, online nature of general curriculum presentation by licensed content teachers, students with a current IEP that indicates the need for separate specialized classroom, special school, community based programs, or home/hospital/institution based instruction, and wishes to apply for enrollment, the "School" will reconvene the IEP of the student and consider additional supplementary aids and services to enable the student to make meaningful progress in the virtual, general education curriculum and will adhere to NRS 386.580 in educating all students identified as having a disability.

Attachment B.1.2

Attachment B.1.2

**Bylaws of
LEADERSHIP ACADEMY OF NEVADA**

Article I – Legal Status

1. Name
2. Address
3. Sponsor
4. Statutes

Article II – Mission Statement

Article III – Objectives

Article IV – Nondiscrimination

Article V – Governing Board

1. Name
2. Number and Composition
3. Powers
4. Duties
5. Fees and Compensation
6. Officers
7. Term of Office
8. Vacancies
9. New Board Members
10. Rights of Inspection

Article VI – Board Meetings

1. Board Meetings
2. Place
3. Notice
4. Waiver of Notice
5. Quorum
6. Proxy
7. Agenda
8. Conduct
9. Minutes
10. Types
11. Voting
12. Nevada Open Meeting Law
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Article VII – Committees

1. Relationship of the Board and All Committees
2. Duties and Function
3. Committee Members
4. Committee Leadership
5. Meetings and Actions of Committees
6. Executive Committee
7. Finance Committee

Article VIII – Staff

1. Administrator

Article IX – Finances

1. General
2. Contracts
3. Loans
4. Gifts
5. Fiscal Year

Article X – Indemnification

Article XI – Amendment of Bylaws

Article XII – Dissolution

**ARTICLE I:
LEGAL STATUS**

1. Name

The name of this organization shall be **Leadership Academy of Nevada**, and may be referred to as “School” throughout these Bylaws.

2. Address

The mailing address for this School shall be in Clark County, Nevada.

3. Sponsor

The School shall be sponsored by the Nevada State Public Charter School Authority and may be referred to as “Sponsor” throughout these Bylaws.

4. Status and Statutes

The School is a charter school pursuant to *Nevada Revised Statutes (“NRS”) 386.527* and shall operate in accordance with *NRS Chapter 386*, and the applicable sections of *Nevada Administrative Codes (“NAC”) Chapter 386*.

**ARTICLE II:
MISSION STATEMENT**

The mission of the School is to provide highly-motivated and self-directed students in Nevada with a classical education so they can become principled leaders.

**ARTICLE III:
OBJECTIVES**

1. To inspire youth to become principled leaders.
2. To provide a solid liberal arts education based on classics and original sources rather than textbooks.
3. To instruct through enthusiastic teachers and mentors who encourage and invite each student to do the challenging work required for a leadership education.
4. To create an engaging and stimulating online learning environment.
5. To utilize current technology for communication and the advancement of our students.
6. To support families in the education of their children.
7. To build a community of learning for like-minded parents and students.

**ARTICLE IV:
NONDISCRIMINATION**

The School shall not discriminate on the basis of race, gender, religion, ethnicity, disability, or other protected class in accordance with applicable federal or state laws. Furthermore, 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 a charter public school in the State of Nevada.

**ARTICLE V:
GOVERNING BOARD**

1. Name
 - a. The Governing Board may be referred to as “Board” throughout these Bylaws.
 - b. Any and all members of the Governing Board may be referred to as “Board Members” or “Members” throughout these Bylaws.
2. Number and Composition
 - a. The Board shall initially consist of five (5) Board Members. The number of Board Members may be increased or decreased from time to time by resolution adopted by a majority of the Board Members, provided, however, there shall at all times be at least ~~three (3)~~ **five (5)** and no more than nine (9) Board Members.
 - b. To change the number of members thereafter requires governing body action in an open meeting.
 - c. The first Board formed after the approval of a charter 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. Remaining Board Members shall fill all vacancies created by resignations or these Bylaws at the first meeting.
 - d. To the extent possible, and within the Board’s discretion, the Board shall look for Board Members who have complementary skills including expertise in: Education, technology, business, law, administration, human resources, finances, or other pertinent fields.
 - e. All new Board Members will be required to participate in a general orientation and training session including, but not limited to: Our philosophy, methods, governing documents, policies, procedures, personnel, and systems.

- f. There shall be no ex-officio Board Members.
- g. The membership of the Board shall represent the diversity of the community the School proposes to serve and shall be free from domination by members of the same religious, ethnic, or racial group if that group fails to represent the nature of the community the School would serve, and it shall lack parties related by birth or marriage
- h. Membership of the Board will be restricted pursuant to *NAC 386.345* and these bylaws.

3. Powers

- a. Subject to the limitations of the Bylaws and state and federal laws, all powers shall be exercised by, or under the authority of, the Board Members. All business and affairs of the School shall be carried out by a majority vote of the Board Members.
- b. No actions may be taken by the Board if it lacks membership required by statute, and no actions may be taken by the Board that lacks the number of members required by these Bylaws. The only action that may be taken by the Board when it lacks the required number of Board Members is to add Board Members who will bring the Board back into compliance with statute and these Bylaws.

4. Duties

It shall be the duty of the Board Members to:

- a. Fulfill all duties as outlined in *NAC 386.345(6)* and *NAC 386.350*.
- b. Ensure that the School adheres to its mission statement.
- c. Ensure that the School has the funds to accomplish its mission and that it is fiscally responsible.

5. Fees and Compensation

- a. Board Members shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties.
- b. Board Members are entitled to receive compensation for their services as determined by the Board pursuant to Nevada statutes.

6. Officers

There shall be four officers of the Governing Board consisting of a Chair, Vice Chair, Secretary, and Treasurer.

- a. Each year the officers will be elected by the Board.
- b. Chair: The Chair will:
 - i. Be the Chief Executive Officer of the School and is hereby specifically authorized to execute all contracts on behalf of the School.
 - ii. Convene regularly scheduled Board Meetings and preside over or arrange for the Vice Chair to preside at each meeting.
 - iii. Chair committees on special subjects as designated by the Board.
- c. Vice Chair: The Vice Chair will:
 - i. Preside over Board Meetings as arranged by the Chair.
 - ii. Chair committees on special subjects as designated by the Board.
- d. Secretary: The Secretary will:
 - i. Be responsible for keeping records of Board actions, including, but not limited to: Overseeing the taking of minutes of all Board Meetings, sending out notices of Board Meetings, distributing copies of the agenda and minutes to each Board Member, and assuring School records are maintained.
 - ii. Chair committees on special subjects as designated by the Board.
- e. Treasurer: The Treasurer will:
 - i. Make a financial report at each Board Meeting.
 - ii. Chair the Finance Committee.
 - iii. Be responsible for preparing the budget and making financial information available to Board Members and the public.
 - iv. Chair committees on special subjects as designated by the Board.

7. Term of Office

- a. Unless otherwise stated in these Bylaws, each Board Member shall hold office for a term of two years or until his successor is elected and shall have been qualified, or until his earlier death, resignation, or removal from office in the manner herein provided.
- b. At the end of the first year, the Board shall provide for staggered terms of its members, by designating approximately:
 - i. One-half of the Board Members will retain their positions for the second year completing the original two-year term.
 - ii. One-half of the Board Members' terms will expire after the initial year, which vacancies will be filled as stipulated herein.
- c. A Board Member may be elected to succeed himself upon the expiration of his term, not to exceed three consecutive terms.

8. Vacancies

- a. Vacancies shall exist on the death, resignation, or removal of any Board Member.
- b. Board Members may be removed by a unanimous decision of the remaining Board Members then in office, with justification.
- c. Any Board Member may resign effective upon giving written notice.
- d. Vacancies may be filled by following the guidelines as set forth herein.

9. New Board Members

- a. Nominations for a new Board Member may come through suggestions by current Board Members or outgoing Board Members, staff, parents, or self-nomination.; however, identification of new Board Members is a responsibility primarily of existing Board Members; it is improper for employees of the School, especially the administrator, or for an EMO or other contractor, to be the sole or primary source of names of proposed members for the Board.
- b. All prospective Board Members must submit a resume and biographical information, complete an application, submit to a background check, and be interviewed by the current Board.
- c. Vacancies will be filled by a unanimous vote of the Board.

10. Rights of Inspection

- a. The School shall keep correct and complete books and records of accounts at the School's office.
- b. The School shall keep minutes of the proceedings of its Board Meetings at the School's office.
- c. The School shall keep a record of its Board Members, giving the names, addresses, and contact information of all Board Members at the School's office.

**ARTICLE VI:
BOARD MEETINGS**

1. Board Meetings

Meetings of the Board Members may be referred to as "Board Meetings" throughout these Bylaws.

2. Place

- a. Board Meetings shall be held at a time and place agreed upon by the majority of the Board Members.
- b. Board Meetings may be held by conference call or online in a designated platform.
- c. The time and place shall be designated in the required notices thereof.

3. Notice

- a. Pursuant to *NRS 241.020(2, 3, and 4)*, a notice of all Board Meetings shall be sent by the Secretary to each Board Member at least five (5) days before the day on which such meeting is to be held by email, mail, or other form of recorded communication.
 - i. Such notice shall be addressed to each Board Member at his residence or usual place of business and shall specify the time and place of such meeting.
 - ii. Such notice may be delivered by telephone by the Secretary.
 - iii. Such notice may be emailed by the Secretary to the email account on record.

- b. Notice of any or all Board Meetings need not be given to any Board Member who shall have waived his right to such notice in writing.
- c. Pursuant to *NRS 241.020(4)*, notice of all Board Meetings shall be posted on the School's website.
- d. Each notice will comply with Nevada Open Meeting Law.

4. Waiver of Notice

- a. Whenever notice is required to be given under any provision of the laws of the State or Nevada or these Bylaws, a written waiver thereof, signed by the person entitled to notice, shall be deemed equivalent to notice.
- b. Attendance of a person at a Board Meeting shall constitute a waiver of notice of such meeting, except when the person attends a Board Meeting for the express purpose of objecting, at the beginning of the Board Meeting, to the transaction of any business because the meeting is not lawfully called or convened.
- c. Neither the business to be transacted at, nor the purpose of, any regular or special Board Meeting need be specified in any written waiver or notice unless required to do so by these Bylaws.

5. Quorum

A quorum shall consist of more than half of the current Board Members.

6. Proxy

No proxy is admitted on behalf of any Board Member.

7. Agenda

Pursuant to *NRS 241.020(2)(c)*, an agenda will be prepared and distributed with a notice per *NRS 241.020(2, 3, and 4)* and as set forth herein.

8. Conduct

- a. Board Meetings shall be presided over by the Chair, or in his absence, by the Vice Chair.
- b. The Secretary of the School shall act as such during all Board Meetings, and in the case of his absence, the presiding Board Member shall appoint another person to act as Secretary of the meeting.
- c. Robert's Rules of Order will be followed when conducting meetings.

9. Minutes

- a. Minutes of each meeting shall be kept and approved by the Secretary and retained at the School's office.
- b. Minutes will be provided to the School's sponsor as requested or required by law.

10. Types

a. Regular Board Meetings

Regular Board Meetings shall be held at least quarterly.

b. Annual Board Meetings

- i. The annual Board Meeting for the election of Board Members will be held every June.
- ii. This constitutes the board meeting for the quarter in which it falls.
- iii. Officers will be elected at this meeting for the following year.

c. Special Board Meetings

- i. Special Board Meetings shall be held whenever called by the Chair or any three (3) Board Members.
- ii. Any business which may be transacted at a regular Board Meeting may be transacted at a special Board Meeting.

11. Voting

a. Quorum

A quorum must be present in person at any Board Meeting in order to transact business at such meeting.

b. Majority

A majority vote of those Board Members present at any Board Meeting shall be necessary for the passage of any resolution or act of the Board other than the election of new Board Members, which requires a unanimous vote.

c. Action by Written Consent

Any action required or permitted to be taken at any Board Meeting may be taken without notice and without a meeting if all Board Members consent thereto in writing, and such writing is filed with the minutes of the proceedings of the Board.

13. Nevada Open Meeting Law

Pursuant to *NRS 241.020 and NRS 241.030*, all Board Meetings will comply with Nevada Open Meeting Law.

14. Recordings

a. All Board Meetings will be audio recorded in compliance with Nevada Open Meeting Law.

b. All such recordings will be available to the School's sponsor.

**ARTICLE VII:
COMMITTEES**

1. Relationship of the Board and All Committees

a. The Board may pass a Resolution to designate one or more committees as it deems necessary.

b. The Board shall have the power to change the members of any such committee at any time, to fill vacancies, and to discharge any such committee, either with or without cause, at any time.

c. Each committee will report to one member of the Board.

d. Each committee shall be authorized to only perform the actions and enter into the contracts as specifically delineated in the Resolution from the Board. Any delegated activity or decision making authority may be unilaterally revoked at any time by the Board.

e. A full report of any committee meeting or action will be reported to the Board at each Board Meeting and upon request.

2. Duties and Function

The duties and function of each committee will be provided in such resolution.

3. Committee Members

- a. The members of the committee may be referred to as Committee Members throughout these Bylaws.
- b. Committee Members may be comprised of people in the community, parents, staff, volunteers, and/or Board Members.

4. Committee Leadership

- a. The Chair shall appoint from committee members the committee chairs.
- b. The Committee Chair shall appoint other officers as necessary from the committee members.

5. Meetings and Actions of Committees

- a. Each committee shall fix its own rules of procedures to accomplish its purpose and within the guidelines as defined by the Board.
- b. Each committee shall meet at such times and at such places as may be provided by such rules or as the Committee Members may provide.
- c. Each committee shall keep regular minutes of its meetings and deliver such minutes to the Board.
- d. Committee Meetings may be held by conference call or online in a designated platform.

6. Executive Committee

- a. The officers of the Board shall serve as the members of the Executive Committee.
- b. Except for the powers to amend the Bylaws and add new Board Members, the Executive Committee shall have all of the powers and authority of the Board in the intervals between Board Meetings, subject to the direction and control of the Board.
- d. Members of the Executive Committee are entitled to receive compensation for their services as determined by the Board pursuant to Nevada statutes.

7. Finance Committee

- a. The Treasurer shall serve as chair of the Finance Committee.
- b. The Finance Committee is responsible for developing and reviewing fiscal procedures and an annual budget.
- c. The Board must approve the budget.
- d. All expenditures must be within the budget.
- e. Any major change in the budget must be approved by the Board or the Executive Committee.
- f. Periodic and annual reports are required to be submitted to the Board.
- g. The financial records of the School are public information and shall be made available to the Sponsor, the Board, and the public as requested or required by law.

**ARTICLE VIII:
STAFF**

1. Administrator

- a. The Board will hire one employee to function as the Administrator of the School and may be referred to as “Administrator” throughout these Bylaws.
- b. The Administrator will meet the qualifications set forth in *NAC 386.100 and NRS 386.590 (6)*.
- c. The Administrator may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the mission and objectives of the Board and the School.
- d. The Administrator shall administer the School in accordance with Board direction.
- e. Specific policies will be adopted by the Board to set limits of authority for the Administrator.

**ARTICLE IX:
FINANCES**

1. General

- a. Only financial institutions in the State of Nevada will be used by the School.
- b. All monies of every kind belonging to the School shall be deposited to its credit in a bank or banks designated by the Board.
- c. No monies shall be withdrawn therefrom unless the checks or other orders evidencing such withdrawals are signed by such officers or staff of the School as may be designated by resolution of the Board.

2. 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. Any such authorization shall be in writing, approved of by a majority of the Board.

3. 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.

4. Gifts

Board Members and the Administrator may accept on behalf of the School any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the School.

5. Fiscal Year

The fiscal year of the School shall begin on July 1 and end on June 30.

**ARTICLE X:
INDEMNIFICATION**

The Board 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 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 XI:
AMENDMENT OF BYLAWS**

1. These Bylaws may be amended, altered, or repealed, and new Bylaws may be adopted by the Board after an amendment has been proposed by two-thirds (2/3) of all Board Members. To take effect, an affirmative vote of three-fourths (3/4) of all the Board Members in attendance at Board Meeting is required, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Board Member at least five (5) days prior to the Board Meeting.
2. All amendments to these Bylaws must be approved by the Sponsor before they take effect.

**ARTICLE XII:
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 it as they see fit.

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 Governing Board.

DATED this _____ day of _____, 20____.

_____, Secretary

Attachment B.1.3

Attachment B.1.3

Bylaws Stipulations

The following stipulations have been included in the Bylaws of Leadership Academy of Nevada (Bylaws) as indicated:

1. The Bylaws contain no reference to incorporation of the school's governing body per *NAC 386.227*.
2. Article V, Section 2(a) stipulates: "The Board shall initially consist of five (5) Board Members. The number of Board Members may be increased or decreased from time to time by resolution adopted by a majority of the Board Members, provided, however, there shall at all times be at least ~~three (3)~~ **five (5)** and no more than nine (9) Board Members. Article V, Section 2(b) stipulates: To change the number of members thereafter, requires governing body action in an open meeting.
3. Article V, Section 2(f) stipulates: "There shall be no ex-officio Board Members."
4. Article V, Section 2(e) stipulates: "All new Board Members will be required to participate in a general orientation and training session including, but not limited to: Our philosophy, methods, governing documents, policies, procedures, personnel, and systems."
5. Article V, Section 2(d) stipulates: "To the extent possible, and within the Board's discretion, the Board shall look for Board Members who have complementary skills including expertise in: Education, technology, business, law, administration, human resources, finances, or other pertinent fields."
6. Article VI, Section 8(c) stipulates: "Robert's Rules of Order will be followed when conducting meetings."
7. Article V, Section 2(c) stipulates: "The first Board formed after the approval of a charter 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. Remaining Board Members shall fill all vacancies created by resignations or these Bylaws at the first meeting."
8. Article V, Section 7(b) stipulates: "At the end of the first year, the Board shall provide for staggered terms of its members, by designating approximately: i) One-half of the Board Members will retain their positions for the second year completing the original two-year term; and ii) One-half of the Board Members' terms will expire after the initial year, which vacancies will be filled as stipulated herein."
9. Article V, Section 7(a) stipulates: "Unless otherwise stated in these Bylaws, each Board Member shall hold office for a term of two years or until his successor is elected and shall have been qualified, or until his earlier death, resignation, or removal from office in the manner herein provided." Article V, Section 7(c) stipulates: "A Board Member may be elected to succeed himself upon the expiration of his term, not to exceed three consecutive terms."

10. Article V, Section 9(a) stipulates: “Nominations for a new Board Member may come through suggestions by current Board Members or outgoing Board Members, staff, parents, or self-nomination; however, identification of new Board Members is a responsibility primarily of existing Board Members; it is improper for employees of the School, especially the administrator, or for an EMO or other contractor, to be the sole or primary source of names of proposed members for the Board.”
11. Article IX, Section 1(a) stipulates: “Only financial institutions in the State of Nevada will be used by the School.”
12. Article XI, Section 2 stipulates: “All amendments to these Bylaws must be approved by the Sponsor before they take effect.”
13. Article V, Section 3(b) stipulates: “No actions may be taken by the Board if it lacks membership required by statute, and no actions may be taken by the Board that lacks the number of members required by these Bylaws. The only action that may be taken by the Board when it lacks the required number of Board Members is to add Board Members who will bring the Board back into compliance with statute and these Bylaws.”
14. Article V, Section 2(h) stipulates: “Membership of the Board will be restricted pursuant to *NAC 386.345*.”
15. Article V, Section 2(g) stipulates: “The membership of the Board shall represent the diversity of the community the School proposes to serve and shall be free from domination by members of the same religious, ethnic, or racial group if that group fails to represent the nature of the community the School would serve, and it shall lack parties related by birth or marriage.
16. Article VI, Section 13 (a) stipulates: “All Board Meetings will be audio recorded in compliance with Nevada Open Meeting Law.” Article VI, Section 13(b) stipulates: “All such recordings will be available to the School’s sponsor.”
17. Article II states: “The mission of the School is to provide highly-motivated and self-directed students in Nevada with a classical education so they can become principled leaders.”

Attachment B.2.3

Attachment B.2.3

Composition of the Committee to Form the School

CHAIR:

1. Name: Blake, Valerie
Address: 246 Crystal Springs Place, Henderson, Nevada 89074
Position on the Committee: Parent of a student.
 - I do not have an ownership interest in a facility that the School will lease.
 - I do not and have never had any relationship or affiliation with any other charter school in the state of Nevada or any other state.

MEMBERS:

2. Name: Kleven, Angela
Address: 9004 Wind Warrior Avenue, Las Vegas, Nevada, 89143
Position on the Committee: Human Resources.
 - ~~I do not have an ownership interest in a facility that the School will lease.~~
 - ***I am one of the founders of RISE Education Resource Center, Inc., a 501(c)(3) nonprofit organization dedicated to supporting educational choice. RISE offers space for charter schools to rent for testing, workshops, and other events. RISE is only one of the options available to the School; other options are listed in Section C.3.1.***
 - I do not and have never had any relationship or affiliation with any other charter school in the state of Nevada or any other state.
 - ***When the School is granted its Subsection-7 Charter, I intend to resign from the Board at the first Board Meeting and work for the School as its Office/Business Manager.***
3. Name: Parker, Kelly
Address: 10146 Wishing Peak, Las Vegas, NV 89178
Position on Committee: Accountant.
 - I do not have an ownership interest in any facility that the School will lease.
 - I do not have and I never have had any relationship or affiliation with any other charter school in the state of Nevada or any other state.
4. Name: Parker, Ruth
Address: 10146 Wishing Peak, Las Vegas, NV 89178
Position on Committee: Teacher (see Attachment B.2.3 for a copy of the license).
 - I do not have an ownership interest in any facility that the School will lease.
 - I do not have and I never have had any relationship or affiliation with any other charter school in the state of Nevada or any other state.
 - ***When the School is granted its Subsection-7 Charter, I will resign from the Board to prevent a conflict because my husband, Kelly Parker, will remain on the Board.***

5. Name: Pulotu, Sione
Address: 1643 Lovebird Lane, Las Vegas, NV 89115
Position on Committee: Teacher (see Attachment B.2.3 for a copy of the license).
○ I do not have an ownership interest in a facility that the School will lease.
○ I do not and have never had any relationship or affiliation with any other charter school in the state of Nevada or any other state.
6. Name: *Richardson, Bryon*
Address: *P.O. Box 126, Altamont, UT 84001*
Position on Committee: *Charter School Administrator*
○ *I do not have an ownership interest in any facility that the School will lease.*
○ *When the School is granted its Subsection-7 Charter, I intend to resign at the first Board Meeting and work for the School as its Director (Administrator).*
○ *I currently serve as the principal of a charter school as follows:*
- *Uintah River High School*
 - *Address: P.O. Box 235; Fort Duchesne, UT 84026*
 - *I have been the principal since August 2007.*
 - *I am still currently working as the principal of Uintah River Charter School. I have full oversight of the day-to-day and future operations of the school, staff, and students.*
7. Name: *Richardson, Laurie*
Address: *79 Teton Pines Drive, Henderson, NV 89074*
Position on Committee: *Special Education Advisor*
○ *I do not have an ownership interest in a facility that the School will lease.*
○ *I am not currently working with any charter school, although I have had some affiliation with other charter schools as follows:*
- *Coral Academy of Science Las Vegas*
 - *Address: 1051 Sandy Ridge Avenue; Henderson, NV 89052*
 - *Dates: 2011 – 2012*
 - *I am not currently working as the special education advocate; the issue has been resolved.*
 - *I am an advocate for special education students whose needs are not being met appropriately.*
 - *Explore Knowledge Academy*
 - *Address: 5871 Mountain Vista Street; Las Vegas, NV 89120*
 - *Dates: 2011 – 2012, and Fall 2012*
 - *I am not currently working as the special education advocate; the issue has been resolved.*
 - *I am an advocate for special education students whose needs are not being met appropriately.*

Bryon Richardson
P.O. Box 126
Altamont, UT 84001
(435) 454-3007
e-mail: wtrbfflos@gmail.com

EDUCATION

- M.A. Educational Leadership and Policy Studies
University of Northern Colorado, Greeley, CO
Graduated 08/99
- B.S. Sociology
University of Utah, Salt Lake City, UT
Graduated 12/96

EDUCATION RELATED EXPERIENCE

Principal 08/07 – Present

Uintah River High School

Develop, maintain, evaluate, implement and enhance curricular and extracurricular programs to reflect student achievement and growth; provide leadership for the planning, development and implementation of the school's curriculum; manage the recruitment and hiring of staff; select and assign staff in-service programs; observe staff and faculty performance, document observations, and conduct evaluation conferences; develop and oversee annual budget; help develop a student discipline management system that results in positive student behavior; perform safety inspections; review emergency procedures and provide regular drills for emergencies and disasters.

Upward Bound Director 05/06 – 08/07

Ute Indian Tribe/Utah State University

Oversee daily activities of the Upward Bound program. Plan and oversee workshops and classes for over 50 students of the Ute Indian Tribe. Plan and supervise summer program for 50 high school students and 7 full-time staff.

General Education Instructor

Art Institute of Las Vegas, High-Tech Institute 10/05 – 5/06

Responsible for teaching courses in Critical Thinking, Sociology, and Communications. Had full charge of classroom, including syllabus, tests, and papers. Also responsible for advising students during scheduled office hours.

Research Assistant

University of Nevada, Las Vegas 12/05-5/06

Researched effectiveness of Small Learning Communities in 6 Clark County high schools.

Completed reports as needed, meeting with stakeholders regarding the research.

Director for Outreach, Center for Academic Enrichment and Outreach (CAEO)

University of Nevada, Las Vegas, Las Vegas, Nevada

10/02 – 9/05

Assist in policy formation, implementation, and administration of federally funded TRIO Grants: Educational Talent Search and Upward Bound Programs. Supervise nine full-time staff. Conceptualize and implement educational opportunities and services for over 2000 middle and high school students in the Clark County School District who are low-income and/or potential first generation college graduates. Plan and coordinate all daily programmatic functions ensuring compliance with applicable federal, state, and university mandates. Serve as liaison between UNLV, CAEO, Clark County School District and many other community agencies and the general public.

Upward Bound Coordinator, Center for Academic Enrichment and Outreach (CAEO)

University of Nevada, Las Vegas, Las Vegas, Nevada

10/01 – 10/02

Oversaw daily activities of the Upward Bound program. Supervised two full time staff. Planned and oversaw Saturday workshops and classes for over 200 students. Planned and supervised Summer Residential Program for 60 high school students.

Upward Bound Counselor, Center for Academic Enrichment and Outreach (CAEO)

University of Nevada, Las Vegas, Las Vegas, Nevada

10/99- 10/01

Created and maintained MS Access database of students enrolled in Upward Bound. Recruited and retained students throughout high school and into college. Advised and counseled students and parents in order to increase academic success at the postsecondary level.

Educational Paraprofessional/Counselor, Midway Youth Services

Greeley, Colorado

10/97-10/99

Assisted the special education teacher and tutored individual students. Maintained order and discipline by enforcing rules and regulations. Planned and carried out group activities.

Teaching Assistant, Sociology Department

University of Northern Colorado, Greeley Colorado

1/98 – 6/98

Had full charge of two Introduction to Sociology classes with 70 students in each class. Maintained office hours to advise students as needed.

PRESENTATIONS

The Earth as a Classroom: An Experiential Journey for Northern Ute Youth. Co-presented at the National Indian Education Conference, Maui, Hawaii, October 2007.

“Evaluation and Assessment,” Presented break-out sessions at the University of Nevada, Las Vegas TRIO Training Conference. April 12-15, November 2-4, 2003.

“College Awareness for Middle School Students,” invited presentation at The Fifth Annual Latino Education Conference, Las Vegas, May 4-6, 2003.

“Effective Team Players,” invited presentation to the Center for Academic Enrichment and Outreach Management Retreat, San Diego, February 2001.

GRANTS

Upward Bound (United States Office of Education, 2008), \$250,000 annually for 4 years

Gang Prevention Grant (Utah State Office of Education, 2007-08), \$58,000

Gang Prevention Grant (Utah State Office of Education, 2008-09), \$28,500

CAMPUS/COMMUNITY INVOLVEMENT

Council Member, Altamont Town Council

Met monthly to discuss and approve measures for the Town of Altamont. I was particularly in charge of the town's water system. 2012 – present.

Member, Upward Bound Advisory Council

Worked with Upward Bound staff and parents to ensure the goals of the Upward Bound grant were met. 2009-2010.

Member, School Community Council, Altamont Elementary

Worked with Principal, teachers, and other community members to work on School Improvement Plan for the elementary school, 2007 – 2009.

Member, Suicide Prevention Committee

Worked with other agencies in the Ute Tribe to develop outreach program for tribal members dealing with suicide issues, 2008 – present.

Professional Staff Member, Critical Incident Response Team.

Was trained and work with students and faculty to minimize emotional distress caused by a traumatic incident, 2003 – 2005.

Member, Subcommittee for Gang Intervention, Clark County Gang Task Force.

Worked with other agencies to provide alternatives to individuals involved in gangs, 2003 - 2005.

Vice-Chair, Center for Academic Enrichment and Outreach Research Committee.

Review and make suggestions for research proposals of the Center, 2003 – 2005.

Member, Communications with Students Task Force

Met with other UNLV departments to develop plans in order to communicate better with students to increase the retention rates, 2004.

Laurie Richardson

79 Teton Pines Drive

Henderson, NV 89074

(702) 588-2926

americanmom@cox.net

EMPLOYMENT

April 2010-present

Independent Educational Advocate. Collaborate with families, attorneys and Clark County School District (CCSD) personnel in providing support for Individual Education Plans (IEP's), due process hearings, resolution meetings and Section 504 requirements for students with disabilities. Consult with parents on both special education and general education issues. Train parents and students 18 years and older on their special education rights under federal and state laws. Teach positive advocacy skills.

March 2003-March 2010

Paralegal / Advocate, Legal Aid Center of Southern Nevada (formerly Clark County Legal Services). Represented parents of children with disabilities and foster children with and without disabilities regarding school issues. Created the Educational Surrogate Parent program, recruiting and training over 100 community volunteers to represent foster children in special education interactions with schools. Provided training to schools, parents and social workers on special education law and advocacy skills.

March 2001-November 2002

Rights Advocate, Nevada Disability Advocacy & Law Center (NDALC). Specialized in providing special education advocacy and community services for children and adults with developmental and behavioral disabilities. Serviced a caseload of over 150 clients a year.

March 1998-March 2001

Parent Mentor, Clark County School District, Student Support Services (Special Education), reporting to the Department of Compliance and Monitoring. Provided individual advocacy support at local school site and district-level meetings. Trained parents and School District personnel in proper IEP/504 development and compliance issues. Investigated parent concerns and assisted in conflict resolution. Represented viewpoints of special needs children in various meetings and on policy-making committees.

OTHER ORGANIZATIONS / ACTIVITIES

- Popular speaker/trainer on special education law for DCFS, UNLV student teachers, CCSN, and Clark County pro-bono attorneys (1995-present).
- Guest on NPR (Nevada), Jon Ralston's "Face to Face", and local TV news programs regarding Educational Surrogate Program (2007-2010)
- Member, Nevada State Special Education Advisory Committee (1997-1999; 2006-2009).
- Training Court-Appointed Special Advocates (CASA) re advocating for special needs children within CCSD. (2006-2009)
- **National Mother of the Year, American Mothers, Inc.** (April 2006)

- CCSD Student Support Services “Vision for the Future” conference speaker (1997-2001).
- Division of Child and Family Services (DCFS), Clark County. (2000) Orientation Speaker; Trainer regarding special education law and services.
- Friends of Special Education (FOSE) – Board Member and Training Committee Chairperson (1996-1998).
- Founder of Henderson parent support group for children with special needs. (1996)
- Court-Appointed Special Advocate, Clark County (1996).
- Case presenter on drug-exposed children for Nevada Occupational Therapy Assoc. (1995).
- **Volunteer of the Year, Orange County, CA, Board of Supervisors** (1993).
- Orange County CA, Children's Services:
 - Member, Foster Parent Advisory Board (1992-1993);
 - Orientation Speaker and Post-Orientation Trainer;
 - Member, Recruitment Committee;
 - South County Support Group Facilitator.
- Foster parent (1976-1996; Santa Barbara CA, Orange County CA, and Clark County NV).

EDUCATION

- Ricks College, Rexburg, ID.
- Continuing education through numerous courses and conferences, including:
 - Autism Training
 - Positive Behavioral Supports Training; AB280
 - Inclusion Conference
 - IDEA Conferences
 - ADHD Training
 - Section 504 Training

Attachment B.2.4

Attachment B.2.4
Answers to Questions from Appendix 1

ANGELA KLEVEN

Background

- 1. Will you be at least 18 years old by January 1, 2013?**

Yes.

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

I became aware of the proposed charter school and the opportunity to serve as a member of its Committee to Form through Valerie Blake and James Ure.

- 3. Explain why you would like to serve on the board.**

I am considering applying for the position of Assistant Director after the charter is granted. If I decide to do so, I would follow the procedure outlined in the bylaws and resign at the first Board Meeting.

However, should I decide not to apply for that position, I would like to serve as a member of the Board because I am passionate about providing quality educational options for children in Nevada and because I believe that the type of education that Leadership Academy of Nevada will provide, that of a classical-based and mentor-led Liberal Arts and Leadership Education, is sorely needed and of a superior quality.

- 4. Have you previously served on a board 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 am currently serving on the board of RISE Education Resource Center, Inc., a 501(c)(3) organization that is dedicated to providing a facility and resources to support educational choice. I am one of the founders of this organization and currently serve in that capacity and as the Secretary on its board.

I have also served as the Secretary of the board of a commonwealth school in Las Vegas which is a community of like-minded families who meet together weekly to provide quality educational experiences for their children. I have also served in a variety of leadership capacities in the Boy Scouts of America, homeschool groups, and community and religious organizations.

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

The appropriate role of a public charter school board member is to: 1) Ensure that the mission, vision, goals, and objectives of the school are met; 2) Ensure that public funds are spent in a fiscally responsible manner; 3) Ensure that the Administrator is fulfilling his duties and responsibilities with integrity; and 4) Ensure that the School has the funds it needs to fulfill its mission.

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

As noted in Question #4 above, I have experience in providing for and supporting educational options, I have served on several boards, and I have successfully founded an educational nonprofit organization. Additionally, I have professional experience in the executive and administrative area with managing both a large corporate office and a small company office including their human resources.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Towards the end of the first year, I expect that the School will have hired and developed a competent and professional administrative staff and a team of dynamic and resourceful mentors who are all dedicated to fulfilling the vision and mission of the School. We will have established fruitful relationships with a variety of independent contractors who will round out the quality of services the School will provide. At this point, we will review and refine our systems and make any needed improvements to ensure the continuation of a successful educational experience for all. Additionally, we will be taking the necessary steps to expand our curriculum to include grades six, seven, and eight.

After four years, the School will have graduated its first class of students who completed all four years of high school through Leadership Academy of Nevada. These graduates will be academically capable and intelligent, technologically skilled, and principled leaders, and they will have unparalleled success as they set forth in their lives. They will know what the next steps in their life are and already be on track to accomplish those goals. As a school, we will have established ourselves as a desirable alternative education for those who want their children to become leaders and to benefit from the style of teaching and curricula that is unique to Leadership Academy of Nevada. The numbers of students enrolled will continue to increase, as will the teachers and staff in a proportionate manner. Because we are a distance-education school, we are able to keep the number of teachers and staff to the minimum required to efficiently run the School, which will, in turn, allow us to invest the money into the students and create an exceptional educational program.

Educational Philosophy

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

The School aims to provide an opportunity for highly-motivated and self-directed youth to become principled leaders through utilizing an education founded on classics and led by mentors.

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

Yes, I am very familiar with the school's proposed educational program. Two years ago my daughter Maura took two classes, Physics and Government, from Williamsburg Academy, a private online high school. Through this experience, I found the education provided there to be superior to anything I had previously seen and desired to do what I could to make it available to the students in Nevada. Leadership Academy of Nevada will utilize the curricula and teaching methods employed by Williamsburg Educational Services to provide this high-quality education for Nevada students tuition free. The School will teach the foundational elements of education: Reading, writing, computing, analytical thinking, oral and written persuasion, the fine arts, health and fitness, technological skills, and study skills through mentors who use classics and original documents. While these provide an excellent basis for any education, it is the School's emphasis on educating leaders that sets them apart from other programs. With classes, curricula, and mentors focused on helping teens understand how to govern themselves, lead out in social circles, develop an appropriate and personal world view, successfully prepare for college, and establish solid financial habits, the education programs provided at Leadership Academy of Nevada easily surpass those that are offered through traditional public school today.

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 revealed by the satisfaction of the students, parents, faculty, staff, and Board. It is an educational institution that is meeting its objectives, goals, vision, and mission in a fiscally-responsible manner, and is therefore attracting new students, families, faculty members, and employees who want to benefit from and be a part of this unique organization.

Specifically, the steps the Board will need to take in the first year or two to ensure the success of this School are: Recruit members of the Governing Board who can support and promote the School; recruit a competent and capable Administrator who supports the educational philosophy and methods of the School; recruit, train, and retain staff and teachers; develop and implement a policies and procedures manual; establish a positive

and effective relationship between the School and the EMO; develop and implement a practical and realistic budget and financial tracking methods; develop and implement an effective marketing campaign to recruit students; develop and implement evaluation procedures to gauge the success of individual students, faculty members, and employees; implement assessment measures to track the effectiveness of the philosophy and programs; and develop and implement surveys and other means to track and improve overall satisfaction with the School.

Conflict of Interest Disclosure

- 11. Do you or your spouse know any of the other prospective board/CFS (Committee to Form the School) members? If so, please indicate the name of the person and the relationship.**

Yes, I know ~~all~~ *most* of the members of the Committee to Form. I have known Valerie Blake for over three years and have mentored a US History and Government class with her in a commonwealth organization. I have participated on the board of a homeschool group with Ruth Parker and met her husband, Kelly, at that time. I have recently met Sione Pulotu at homeschooling events. *Bryon Richardson is my brother-in-law.*

- 12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.**

~~One of the potential candidates for the position of Administrator that the committee has discussed is Bryon Richardson who is my brother-in-law. Bryon is currently the principal of a high school charter school in Utah. He is not currently applying for the position, nor do we know if he will choose to do so, but his name has come up in discussion as we have considered potential Administrators. *Bryon Richardson intends to resign from the Board at the first board meeting to become the Director (Administrator) of the School.*~~

- 13. Do you or your spouse know anyone that plans to do business with the school? If so, please indicate and describe the relationship and nature of the potential business.**

No.

- 14. If the school proposes to partner with an Educational School Provider (ESP), Educational Management Organization (EMO), or a Charter Management Organization (CMO), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.**

I met James Ure two years ago when my daughter enrolled in his government class at Williamsburg Academy. I have recently met Pete Jensen as we have worked together to facilitate this School.

- 15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the EMO/CMO/ESP?**

No.

- 16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.**

~~No.~~ *I am one of the founders of RISE Education Resource Center, Inc., a nonprofit organization dedicated to supporting education choice. RISE offers space for charter schools to rent for testing, workshops, and other events. RISE also coordinates and events that promote educational options including charter schools. Leadership Academy of Nevada may be a participant in those events and may rent space from RISE for testing, workshops, and other events as needed; however, RISE is only one of the options available to the School, and other options can be found in Section C.3.1.*

- 17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.**

~~If I apply for the position of Assistant Director of the school, I would resign from my position on the Board at that time.~~ *I intend to resign from the Board at the first Board Meeting to become the Office/Business Manager of the School.*

- 18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends)?**

I would immediately report the situation to the Chair of the Governing Board and follow the procedures outlined in the bylaws and Nevada law.

Attachment B.2.4
Answers to Questions from Appendix 1

BRYON RICHARDSON

Background

1. *Will you be at least 18 years old by January 1, 2013?*

Yes

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

I learned about his opportunity through Angie Kleven.

3. *Explain why you would like to serve on the board.*

I think it is a wonderful opportunity to help the charter movement in Nevada. I have been working at a charter school in Utah and want to help this board move forward with a charter school in Nevada.

4. *Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial 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.*

No. Serving on the committee for Leadership Academy of Nevada ("LAN") gives me the opportunity to promote school choice, for which I am a strong proponent. I have had a continual interest in education and educational choice, have earned a Master's Degree in Educational Leadership and Policy Studies, and have served as an administrator for a Utah Charter School for the last 6 years. I believe the model and curriculum that LAN will be using is innovative and forward thinking, and I would like to help in any way to make sure that LAN is successful and will provide a foundation for students to be successful.

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

A public charter school board member should be willing to support the mission and vision of the school; helping the students, parents, and community understand what that vision is; and ensure the success of the school.

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

I have a Master's Degree in Educational Leadership and Policy Studies from the University of Northern Colorado and have worked in both the secondary and postsecondary realm of education, both in Nevada and Utah, and am currently serving as the principal of a charter school in Utah.

7. *Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?*

At the end of a successful first year, students and staff will be finishing a strong year in which they acknowledge the growth they have had, and will be celebrating their successes in both their academic and social realms. Both students and staff will be looking back at their accomplishments and will be excited for the future year and the challenges that they will continually have to tackle.

After four years, the systems and culture that have led to a successful school will be in place and students and staff will have an opportunity to continually improve themselves and the school. The culture will be one in which the students and staff will take pride, and it will attract future students. LAN will be a model of what distant education should be and will be leading in innovation and motivation of students.

Educational Philosophy

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

The mission of LAN is to provide a successful culture of learning in which the mentors and curriculum will guide self-motivated students to become great leaders in their families, school, communities, and nation. This will be done through the study of classic literature and original documents that the students will delve into and have a thorough understanding of.

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

I am familiar with the proposed education program and am in full support of it. It is the way education should be: Working with motivated students who are looking to not only further themselves academically, but to further themselves personally and socially by interacting with the great thinkers of past and present. The curriculum utilizes the writings of the great thinkers to drive the discussions and projects which the mentors will present. The mentors will be there to guide the students as they work through these writings and thoughts, helping them to develop a personal connection with them, which in turn will help the students become more responsible citizens and leaders.

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?***

There are several characteristics of a successful school. First, the school must provide a learning atmosphere in which students will be able and want to learn. Secondly, the school will provide a curriculum that is rigorous and that will impact the students for good. Third, a successful school will prepare the students to be college and career ready.

During the first year, the board will need to make sure that the students have been recruited for school and that they understand the rigor of the school and the dedication they must have to succeed. Then the board will need to make sure that the support systems are in place to provide for the success of the students. This includes ensuring that the director of the school has the knowledge he or she needs to make the school a successful one, as well as ensuring the teachers are well trained in the curriculum and implemented program.

Conflict of Interest Disclosure

11. ***Do you or your spouse know any of the other prospective board/CFS (Committee to Form the School) members? If so, please indicate the name of the person and the relationship.***

Yes. Angie Kleven is my sister-in-law, my wife's sister. I have just recently met the other members of the board.

12. ***Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.***

Yes. Angie Kleven intends to become the Office/Business Manager of LAN.

13. ***Do you or your spouse know anyone that plans to do business with the school? If so, please indicate and describe the relationship and nature of the potential business.***

No.

14. *If the school proposes to partner with an Educational School Provider (ESP), Educational Management Organization (EMO), or a Charter Management Organization (CMO), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.*

No.

15. *If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a director or indirect ownership, employment, contractual, or management interest in the EMO/CMO/ESP?*

No.

16. *Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.*

No.

17. *Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.*

I intend to resign from the Board at the first Board Meeting to become the Director (Administrator) of LAN.

18. *How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends)?*

This would need to be discussed in a Board Meeting and should have as much transparency as possible.

Attachment B.2.4
Answers to Questions from Appendix 1

LAURIE RICHARDSON

Background

1. *Will you be at least 18 years old by January 1, 2013?*

Yes.

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

Mary Beth Scow, a friend of mine and a friend of Valerie Blake, put us together.

3. *Explain why you would like to serve on the board.*

I have raised seven children and currently have 13 grandchildren. My husband and I were foster parents for 29 years. I have been a special education advocate for 20 years. Education for typical students, gifted students, and students with disabilities is always changing, and I am forever interested in supporting schools and programs that offer something unique for all students.

4. *Have you previously served on a board 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 was on the board of directors of a nonprofit organization called Advanced Resources for Kids. My role on this board, and my role on the many committees I have participated on, has been to assure the unique educational needs of children are being met. My expertise is in the area of special education federal and state laws and understanding how services for disabled students can be implemented.

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

The board is responsible for ensuring that the academic program of Leadership Academy of Nevada charter school is successful, that the school's program and operation are faithful to the terms of its charter, that the school is a viable organization; and to support the Mission and facilitate the accomplishment of the Vision of the School.

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

My greatest support will be in the area of special education. Only when board members understand the laws pertaining to students with disabilities will they be completely effective in assuring that the school is not only compliant with the laws but that the school is providing appropriate services and accommodations in a creative plan designed especially for the student. I have had years of experience working for the Clark County School District as well as for legal aid organizations who stand up against the school district when it is necessary. I was hired by the Clark County School District as the Parent Mentor where I was assigned to the Office of Compliance and Monitoring. Later, I worked as the Educational Advocate at Nevada Disability and Advocacy Center where I taught parents the federal and state laws, I represented the students' educational needs at school and district meetings, and I assisted the office attorneys with due process against the school district. After that, I was recruited by Barbara Buckley Esq., to work as a paralegal and Education Advocate at Legal Aid of Southern Nevada. I sat on many committees reviewing the state special education laws and testified in behalf of new ones. I worked with CCSD in developing new policies that directly affected students with disabilities. I represented parents at the resolution level of Due Process cases. All of these experiences, along with being a member of the State of Nevada Special Education Advisory Committee (1997-1999 and 2006-2009), have provided me exceptional experience to become a governing board member of Leadership Academy of Nevada.

7. *Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?*

Towards the end of its first year, the school will be a cohesive team of individuals collaborating in the best interests of the students that they serve. Students will be successful, productive, secure, and motivated about learning.

After four years, the collaborative efforts will have grown, our first graduates will be forging into the world, and we will be celebrating our successes and continuing to improve.

Educational Philosophy

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

To provide a quality education option in a charter school that provides a rigorous academic curriculum in a distance-education format for a diverse group of students. Leadership Academy of Nevada's mission is to provide highly-motivated and self-directed students in Nevada with a classical, quality education to ensure they become principled leaders.

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

The educational program is a rigorous, classical educational curriculum that is delivered online in a unique fashion. It is designed to cultivate the individual's capacity for intellectual growth and acquire the qualities necessary to lead an exceptional life.

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?*

Success in a school starts at the top with a quality administration that understands the value of each member of the team. There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions together.

During the first year or two, there would need to be a clear and shared focus. Everyone needs to know where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

Conflict of Interest Disclosure

11. *Do you or your spouse know any of the other prospective board/CFS (Committee to Form the School) members? If so, please indicate the name of the person and the relationship.*

No.

12. ***Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.***

No.

13. ***Do you or your spouse know anyone that plans to do business with the school? If so, please indicate and describe the relationship and nature of the potential business.***

No.

14. ***If the school proposes to partner with an Educational School Provider (ESP), Educational Management Organization (EMO), or a Charter Management Organization (CMO), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.***

No.

15. ***If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a director or indirect ownership, employment, contractual, or management interest in the EMO/CMO/ESP?***

No.

16. ***Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.***

No.

17. ***Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.***

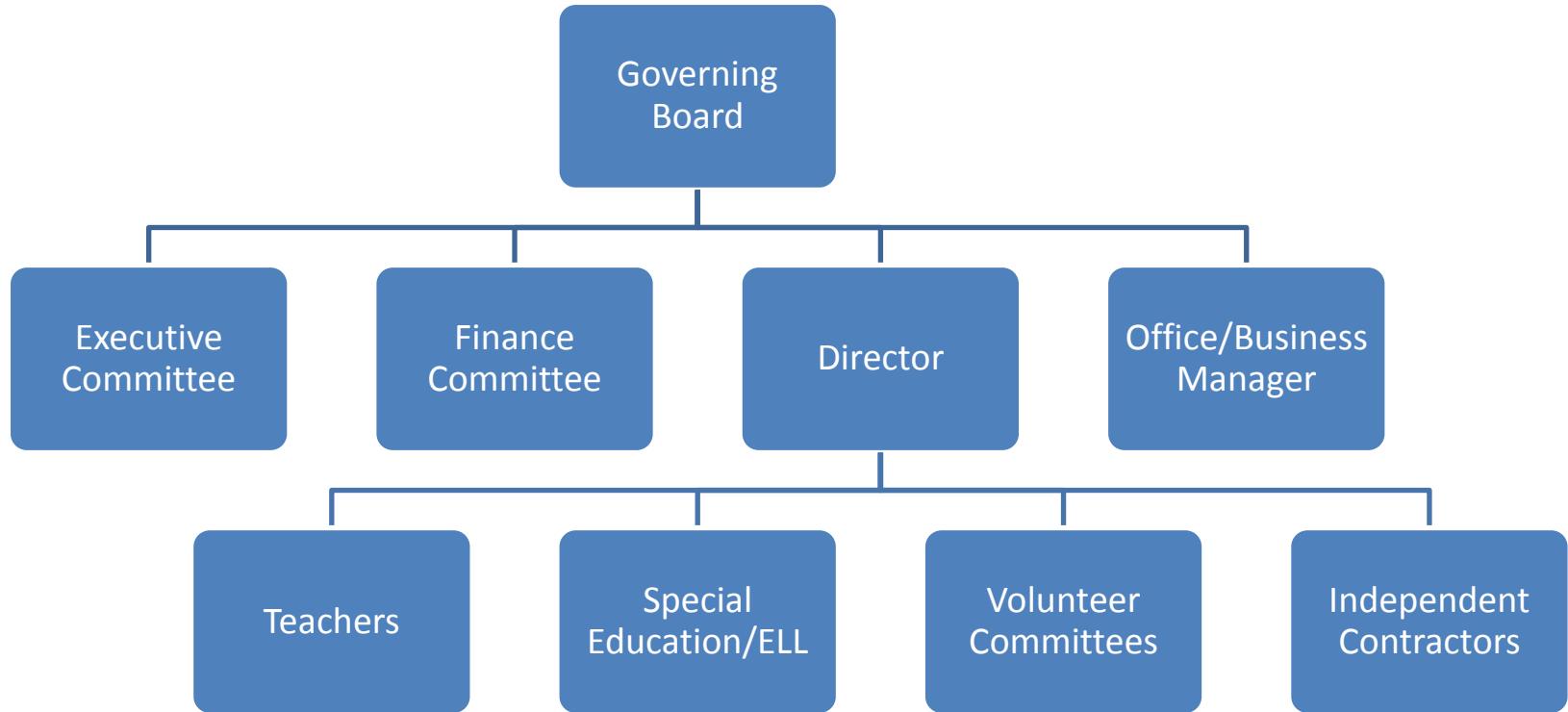
No.

18. ***How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends)?***

I would refer to the Board's policies and procedures and follow accordingly. If not specific enough, I would address it publicly at a Board Meeting.

Attachment B.3.3

Attachment B.3.3
Organization Chart



Teacher Org Chart (Estimated for 2013-14 Academic Year)

This staffing plan assumes 300 students. Our budget corresponds with the 300-student model. We can adjust this plan up or down, depending on enrollment.

Program	Seats	Staffing Need	Employer	Notes
Math	300	1 PT Teacher	LAN	Math program includes access to ALEKS, LMS support resources, teacher support, engaging live workshops, engaging assignments such as writing a math treatise, and a Math practice and assessment is computer based and low incident. One PT teacher can reasonably handle 150 seats in 20 hours/week in this program. WES will provide a second PT teacher and will help staff tutor lab with trained, qualified tutors, and will provide some of the live workshops this first year while training new LAN teachers.
Pre-algebra Prep		1 PT Teacher	WES	
Pre-algebra				
Algebra 1				
Geometry				
Algebra 2 Pre-calculus				
Science	300	1 PT Teacher	LAN	Science program includes engaging texts, videos, simulations and activities hosted in LMS, engaging assignments such as writing a science treatise and performing science Most science practice and assessment is low incident. One PT teacher can reasonably handle 150 seats in 20 hours/week in this program. WES will provide a second PT teacher and help staff tutor lab with trained, qualified tutors, and will provide some of the
Earth Science		1 PT Teacher	WES	
Biology				
Chemistry				
Physics				
Social Studies	150 75 75	2 PT Teachers	LAN	Social Studies program includes engaging readings, discussion forums, student presentations and assignments in LMS, and engaging live workshops that include simulations and debates. WES will provide some of the live workshops this first year while training new LAN teachers.
U.S. History				
Government				
World Hist				
Language Arts – Literature	150 75 75	2 PT Teachers	LAN	Language Arts program includes classical readings, discussion forums, student presentations, formulaic essay writing, and engaging live literature colloquia. Each PT teacher can handle 150 seats. WES will provide some of the live colloquia this first year while training new LAN teachers.
American Lit				
Political Lit World Lit				
Language Arts – Writing	75 150 75	1 PT Teacher	LAN	Our unique, formulaic writing program introduces one concept at a time, models it extensively, and gives numerous examples before requiring independence. One PT teacher can handle 150 writing seats in 20 hours per week. WES will provide a second PT teacher and most of the writing workshops the first year, and will provide
Writing Primer A/B		1 PT Teacher	WES	
Writing A/B				
Creative/Research				
Leadership	150 75 75	2 PT Teachers	LAN	Leadership Program includes weekly accountability reports, engaging leadership projects, and meaningful live workshops. Each PT teacher can handle 150 leadership seats. WES will provide some of the workshops this first year, while training LAN teachers.
Personal				
Social College/Financial				
Fine Arts	75 75 150	1 FT Teacher	WES	Fine Arts Program includes project-based courses that invite students to apply new-found skills. WES will provide Fine Arts teachers this first year.
Film/Photography				
Music App/Guitar Thry Independent Fine Arts				
PE & Health	75 75 150	2 PT Teachers	LAN	PE and Health Program includes media rich online content and discussion forums, accountability reports, and fun learning materials. These are low incident courses that require consistency, but not a lot of time. One PT teacher can reasonably handle 150 seats.
Fitness for Life				
Health Independent PE				
Electives	75 75 150	1 PT Teacher	WES	Public Speaking & Debate are some of WES's most popular courses, and depend heavily on synchronous interaction. WES will provide one PT teacher for Public Speak/Debate. LAN will provide a PT teacher to oversee Spanish (using Rosetta Stone) and to oversee independent courses, which
Public Speaking/Debate		1 PT Teacher	LAN	
Spanish				
Independent Elective				
Special Programs	20	3 PT Teachers (special ed) 1 PT Teacher (ELL)	LAN	

A bit of context may be helpful to understand this staffing plan. In online education, learning happens in two ways:

- Synchronous Learning**. Learning that takes place in a live, interactive online classroom
- Asynchronous Learning**. Learning that takes place in a learning management system or some other system that allows students to log in when they choose, work on what they choose, and progress as fast as they choose

The WES curriculum, like the curriculum of many virtual programs, makes abundant use of asynchronous learning content so teachers can spend less time instructing students, and more time coaching, grading and supporting students. Much of WES's curriculum is delivered through the LMS, asynchronously. That means a student can log in and watch videos, engage in interactive learning games, participate in online discussions and debates, then work on practice problems and take an assessment, and receive instant feedback – all asynchronously. All of this happens with fairly low teacher involvement. The LAN teacher provides important oversight, accountability and support, but has adequate time to perform these responsibilities because so much of the instruction is provided asynchronously.

Responsibilities of a LAN teacher. LAN teachers will be responsible for the following:

- Hold and maintain certification
- Timely grading and feedback to students
- Intervention
- Adjust and maintain course work in the LMS
- Conduct parent-teacher conferences
- Administer asynchronous third-party programs, including ALEKS and Rosetta Stone
- Participate in synchros, huddles, training, and professional development
- At least the first year, observe WES teachers to learn the WES curriculum and methods
- Provide synchronous learning workshops, in conjunction with WES

Attachment B.3.1.2

Attachment B.3.1.2

- a. Name of the EMO: Williamsburg Educational Services, LLC (*WES*)
- b. Contact person: N. Peter Jensen (Pete)
- c. WES phone number and mailing address:
 - Pete direct: 512-827-1540
 - Pete email: peter@williamsburged.org
 - Company main: 800-200-6869
 - Company Address: 32 East 100 South Suite 204, Saint George, Utah 84770
- d. WES currently does not provide services to any Nevada schools
- e. ~~See B.3.7 Narrative.~~ *We have made it clear in the narrative of Section B.3.1.1 that WES will be acting as an Educational Management Organization (EMO) for the first time in its relationship with Leadership Academy of Nevada (LAN); therefore, we do not have a history to provide evidence of WES's performance specifically as an EMO. What we do have is relevant evidence of educational and management success for Williamsburg Academy Online High School, which is owned and operated by the founders of WES. Williamsburg Academy is accredited by AdvancEd, which is a significant achievement for a new online school and a sign of quality certified by an independent third party.*

Because Williamsburg Academy is a private school, state tests are not administered to its students. Graduates of Williamsburg Academy have scored an average of 26 on the ACT, which puts them in the 77th percentile nationally. Graduates have been admitted to highly selective colleges and universities, including Brigham Young, Harvard, Northwestern, and others. Williamsburg has grown from 25 students in its first year online (2008 – 09) to about 500 currently. The fact that families are willing to pay for Williamsburg Academy's online program when they have a variety of publicly funded options speaks to the quality of Williamsburg Academy's program. This same program, together with its technology systems, methods, philosophy, and policies, will be available to help LAN establish its own successful model. Once this is done, if WES went away, LAN staff could work with other organizations and carry on the school's mission, although losing WES would be a very significant loss. See Section B.3.1.1 for other organizations with whom LAN might work if WES became unavailable.

In addition, Williamsburg Academy currently partners with charter schools in three states (Utah, California, and Alaska) to provide its curriculum to their students. The names of these schools, together with contacts for reference are listed in Attachment B.3.12.

The Board acknowledges that there are risks inherent in working with any EMO, and that those risks may be amplified when working with an EMO that is new; however, every organization has to get its start somewhere, and the Board will be vigilant in its responsibility to oversee the EMO and all the operations of LAN, especially during the first year. See the Educational Services Agreement in Attachment B.3.1.3 for full details about how the Board will oversee and evaluate WES. These measures include verifying that WES has completed its responsibilities by the contractually established deadlines; weekly and monthly meetings between WES administrators and the LAN Director; conducting surveys with parents, students, and LAN staff regarding WES's performance; and holding WES accountable for LAN's school-wide achievement goals as listed in Section A.2.

It is worth it for us to work with a new EMO because WES has developed a classical-based online curriculum that aligns strongly with our vision, and because we have not been able to find an existing EMO with a curriculum that suits our needs. Our commitment is to mitigate the risks of working with a new EMO by hiring an experienced Director and inviting skilled individuals onto the Board. As explained in the narrative of Section B.3.1.1, we have thought carefully about ways to mitigate the damage if WES and LAN should have to part ways, and we have structured the Director's and Office/Business Manager's roles, and the Educational Services Agreement, to allow LAN staff to be in the best position to continue operations without an EMO if necessary.

Attachment B.3.1.3

EDUCATIONAL SERVICES AGREEMENT

PARTIES

Williamsburg Educational Services, LLC (WES), an education management organization, agrees with Leadership Academy of Nevada (LAN), a Nevada public charter school, to provide educational services and materials according to the terms herein. The Governing Board (Board) of LAN has authority to engage in contracts on behalf of LAN (under Nevada law and subject to regulation by the State Public Charter School Authority). The Owners of WES, James C. Ure and N. Peter Jensen have full authority to engage in contracts on behalf of WES. WES has no investors or shareholders and therefore no other parties with decision-making authority.

WES is a sister company to Williamsburg Academy, LLC, a private online high school accredited by NWAC/AdvancED since 2008. WES has access to all of Williamsburg Academy's curriculum, methods and educational resources, and is free to use them to provide services for LAN according to the terms herein.

INTENT

The LAN Board has responsibility to oversee the performance of WES in the fulfillment of this agreement. LAN intends to provide a classical curriculum with an emphasis on leadership, the use of technology, academic mentoring and teaching, professional development, and the establishment and perpetuation of a healthy and rigorous school culture by contracting with WES. WES intends to provide the services and materials specified herein, to the satisfaction of LAN.

DURATION, RENEWAL & TERMINATION

This agreement is valid and binding upon the authorized signature of a member of the LAN Board, and one of the Owners of WES. The term of this agreement shall be two years, including the 2013 – 14 and 2014 – 15 academic years. (NAC 386.405 – 1)

RENEWAL

This agreement shall be renewed if both LAN and WES are satisfied with the performance of the other party. After the expiration of the initial term, either party may choose not to renew this agreement, with or without cause.

REVISION

WES and LAN anticipate that roles and responsibilities under this agreement will change over time, depending upon the needs of each party. Either party may therefore propose revisions to this agreement. Revisions must be in writing, must be signed by both parties, and must be included individually as addenda at the end of this document.

TERMINATION WITH CAUSE

If either party is dissatisfied with the performance of the other, the dissatisfied party may notify the other party in writing by mail or email, stating the specific reasons for the dissatisfaction, and the provisions of this agreement, if any, that the dissatisfied party feels the other party is not meeting.

The party receiving the notice of dissatisfaction shall respond in writing via mail or email within thirty days with explanation and proposed corrective actions. If the party receiving the notice of dissatisfaction does not reply within thirty days, the dissatisfied party shall send the original notice again, by certified mail. If the other party does not respond in writing and begin taking corrective action within fifteen days of the receipt of the certified mail notice, the party that sent the original notice of dissatisfaction may terminate this agreement due to the negligence of the other party. If WES ceases to provide services to LAN for five consecutive days during a fall or winter semester, LAN may immediately terminate this agreement. If LAN fails to pay WES according to the terms herein, WES may discontinue providing service to LAN thirty days after a fee payment is missed. If LAN fails to bring fees current within forty-five days after a fee payment is missed, WES has sufficient cause to terminate this agreement.

TERMINATION WITHOUT CAUSE

This agreement may be terminated without cause by either party in the following circumstances: a party ceases to operate or a party is financially or operationally unable to fulfill its roles and responsibilities. If LAN terminates this agreement without cause, LAN shall owe WES the full fee for all enrolled students for the year in which the termination without cause takes place. WES understands that LAN is solely responsible for its financial obligations, and that neither the State of Nevada nor the individual Board members may be held liable for such obligations.

TERMINATION TIMING

If termination with or without cause becomes imminent, both parties pledge in good faith to make every possible effort to continue operating under this agreement until the end of the current school year as defined by the LAN school calendar.

DISPOSAL OF SCHOOL ASSETS

In the event of termination of this agreement, both parties will retain ownership of physical goods and materials they have purchased. WES retains full ownership and usage rights to all of its curriculum, proprietary methods, and intellectual property shared with LAN. LAN agrees to return to WES all physical and intellectual property and not to use resources belonging to WES without explicit written permission.

ROLES & RESPONSIBILITIES

The Board is chiefly responsible for all aspects of LAN. All responsibilities not delegated to WES by the Board are retained by the Board. ***LAN administrators will be employees of LAN, not WES.***

The roles and responsibilities of LAN and WES are specified in this document, and also in the LAN charter. It is the responsibility of both LAN and WES, in their respective roles, to adhere to all laws and regulations that apply to the operation of a public charter school in Nevada.

WES RESPONSIBILITIES

Certain responsibilities include need to be completed before given deadlines, while others are of an ongoing nature; deadlines, when applicable, are noted in brackets after the text explanation.

APPLICATION

- Assist with preparing the Charter Application
- Work with the committee to prepare a proposed budget
- Prepare the Distance Program Application as part of the Charter Application

CURRICULUM

- Provide LAN with a full high school curriculum, grades 9 – 12, that meets Nevada state graduation requirements
- Provide curriculum for grades 6 – 8, if LAN amends its charter allowing it to offer these grades
- Ensure that WES is an approved distance education provider in Nevada, and that all WES courses offered at LAN have been approved by the Nevada Department of Education **[08/31/12]**
- Ensure that WES courses meet state and Common Core standards (when required by the state of Nevada) **[08/31/12]**
- Provide access to all needed academic information for the accreditation process
- In WES's discretion, assist with creating and distributing student and parent handbooks
- Provide teachers for LAN courses, not to exceed 30 percent of total LAN teachers. No additional fee will be charged for teachers provided by WES. (NAC 386.407)

FINANCIAL

- After LAN has been granted a charter, LAN shall be responsible to obtain its own start-up financing. ~~If LAN is unable to obtain financing, WES may, at its sole discretion, loan LAN up to fifteen percent of the anticipated first year revenue, per NRS 386.562 (1) (b). If such a loan is made the terms shall be established in a separate agreement between LAN and WES~~
- In WES's discretion, assist with financial decisions

HUMAN RELATIONS

- In WES's discretion, assist Board with finding and hiring **the** Director ~~and Assistant Director~~
- Provide up to 30 percent of the teachers on staff at LAN
- In WES's discretion, assist with finding and hiring additional LAN teaching staff

- As requested by the Board, help develop human resources policies, bonus plans, and strategic plans for staffing, development, and growth

MARKETING

- Assist with LAN identity and brand development **[03/15/13]**
- Help create and execute student recruitment strategy **[03/15/13]**
- Represent LAN at conferences and other meetings
- Arrange for and attend meetings with individuals and groups interested in LAN
- Develop community outreach strategy and connect with local organizations
- Assist with public relations events via mail, e-mail, newspapers, magazines, journals, radio, television, community forums, town hall meetings, and other forms of communication and outreach ~~on the~~
- In WES's discretion, provide suggestions about design of school materials including letterhead, business cards, forms, and other collateral materials

STRATEGIC PLANNING

- Plan for replication and scaling of academics in line with growth in the LAN student population

TECHNOLOGY

- Provide API or other interface between Canvas LMS, used by WES, and LAN's SIS system **[08/01/13]**
- Provide access to online classroom software for all LAN staff and students **[08/01/13]**
- Provide suggestions for computers and other supplies LAN will provide to students
- Create and maintain a website for LAN under the direction of the Board **[03/15/13]**
- Assist with creating an electronic filing system **[06/01/13]**
- Support teachers and customer care associates in answering technology-related questions from students, parents, teachers, and administrators
- Help determine hardware configurations (including software and operating systems) for LAN technology needs **[06/01/13]**
- Coordinate security, creative, and content issues pertaining to the LAN website
- Handle troubleshooting issues for the LAN website and provide tech support to resolve errors

MATERIALS

- Provide texts for courses in electronic format, and free of charge, when possible
- Provide list of texts for each course to LAN staff and students

ADMINISTRATION

- Provide reports to LAN at regular intervals to be established according to their respective due dates detailing student progress as documented in WES's LMS
- Act as the main contact for curriculum purposes with the SPCSA

- Review organizational documents of LAN that relate to WES's duties, and assist administration in maintaining uniformity and accuracy
- In WES's discretion, and per request of the LAN board, review and make recommendations concerning contracts, agreements, policies and procedures of LAN
- Generate academic reports as requested by the Board
- In WES's discretion, assist LAN in arranging and leading school orientation sessions
- Report to the governing body all significant academic developments
- Assist the Board in developing a strategic plan for school development, including year-end transitions and addition of new grades
- Provide timely information to LAN needed for reporting and audit requirements
- Participate in the charter renewal process as needed
- Give suggestions about how to create, design, and publish applications and enrollment packages and make them available on the LAN website for download **[03/15/13]**
- Conduct focus groups, surveys, interviews, observation sessions, and/or user testing on the online school program to obtain feedback on how to improve the program
- Set up and disseminate LMS login and password accounts to students, teachers, and administrators and manage changes to those accounts **[08/01/13]**

TRAINING & PROFESSIONAL DEVELOPMENT

- Help create and distribute a teacher training manual to all LAN teachers, and an administrator manual for all administrators **[08/01/13]**
- Design and deliver comprehensive teacher training on the WES curriculum, technological systems, policies and procedures, and more **[08/01/13]**
- Design and deliver free parent trainings to help parents be involved in supporting their students
- In WES's discretion, help conduct orientation sessions for incoming parents and students **[08/01/13]**
- Support teachers as they communicate with families via email and phone in the days leading up to launch and throughout the year
- Work with the administration to address the continuing professional development needs of the staff

OTHER SERVICE PROVIDERS

LAN agrees that WES will be its sole curriculum provider **for general education. LAN is free to contract with other providers for special programs (including ELL)**. WES will provide a complete high school curriculum **(except for specialized curricula needed for special programs)** for grades 9 – 12 with all courses required to earn a high school diploma in Nevada. LAN may contract with other service providers for services not provided by WES.

WES will ensure that it is an authorized distance education provider in Nevada, and that all courses it provides to LAN are approved by the Nevada Department of Education.

SPECIAL PROGRAMS

WES is not responsible to provide any special programs services to LAN students. LAN understands that the WES curriculum may not be accessible students with disabilities. LAN is responsible for all special education students, including creating and implementing Individualized Education Plans, and finding alternative curriculum providers for students who cannot use the WES curriculum due to a disability.

COMPENSATION & FINANCES

The Board shall be primarily responsible for all financial matters at LAN, including management, compliance, bookkeeping, reporting and budgeting. WES may advise the Board on any of these matters if requested, but WES has no financial decision-making authority over general financial matters at LAN.

COMPENSATION

LAN shall pay WES for services provided on a per-student per-year basis, as follows:

- **Curriculum fee:** ~~\$2,900~~ **\$2,600.00** per student per academic year for curriculum, instruction, professional development, technology, and all other academic services as outlined in the Roles & Responsibilities section
- **Marketing fee:** **\$300.00** per student per academic year for marketing services

WES may charge LAN the curriculum fee for each unique student during an academic year, e.g., if a student begins the year, then leaves LAN, LAN is still obligated to pay the annual curriculum fee for that student. If another student enters LAN to fill the enrollment slot of the student who left, WES reserves the right to charge the curriculum fee for the new student. ***WES will not charge LAN the curriculum fee for special education students who do not use the WES system.***

WES will not charge LAN any additional fees, unless LAN requests, and WES agrees, that WES will provide additional services. If this is the case, this contract will be revised to reflect the additional fees and duties. WES may not increase curriculum or marketing fees during an academic year. WES may increase fees from one year to the next without altering this agreement in writing, up to 5 percent per year. WES does not anticipate needing to raise fees unless its costs increase due to factors outside its control. If WES plans to increase fees in an ensuing academic year, notice must be given to the Board at least thirty days before the beginning of the year.

WES does not have authority, unless explicitly granted in writing for a specific purpose directed by the Board, to enter into contracts with third parties on behalf of LAN. The Board herein confirms to LAN that authority to conduct daily operations, including payment of fees to WES, and other financial management, may be delegated to the Director, and/or ~~Assistant Director~~ **Office/Business Manager**, and that WES may

interpret financial actions taken by the Director and/or ~~Assistant Director~~
Office/Business Manager as if those actions were performed by the Board directly.

If LAN expenses exceed revenue due to lower than expected enrollment, or other factors, LAN must make a good faith effort to decrease its expenses and continue compensating WES per the fees in this agreement. If, after such good faith effort, LAN is able to provide documentary evidence to WES that LAN cannot meet its financial obligations to WES, the fees in this agreement may be re-negotiated without altering the rest of the agreement.

LAN shall reimburse WES for all start-up related expenses incurred by WES on behalf of LAN, without paying interest or fees. Before such expenses shall be incurred, LAN must request in writing that WES pay for such expenses. LAN shall reimburse WES at the earliest possible time during the first year of operations. If WES incurs expenses on behalf of LAN, WES bears the risk of those expenses not being repaid should LAN fail to receive a charter and operate as planned. WES is not guaranteeing any third-party debt or financial obligations on behalf of LAN.

Timing of payments: LAN shall pay marketing and curriculum fees to WES in four installments per academic year, each due on the fifteenth day of the month, during the months of August, November, February and May. (NRS 387.124 (1)) Also, per NRS 387.124 (5), LAN is allowed to, and will request to receive its apportionments 30 days in advance during the first year of its operation.

PROPERTY

While this agreement remains in force, WES shall allow LAN administrators and teaching staff to use WES's intellectual property in the form of curriculum, methods, LMS configuration, and other forms of intellectual property, according to WES policy and guidelines. If this agreement is terminated or not renewed after the term expires, WES and LAN shall retain ownership of all intellectual property created by them respectively, and shall return to the other party all forms of intellectual property belonging to each party, and delete any remaining copies, unless arrangements are made for the continued use of intellectual property in a separate agreement. Each party owns the intellectual property it creates for use at LAN.

While this agreement remains in force, LAN shall allow WES access to its intellectual property in the form of budgets, reports, and other forms of intellectual property, subject to LAN policy and guidelines. Except as required by law and by the Nevada SPCSA, LAN shall not divulge to the public information regarding WES's internal operations and proprietary methods and intellectual property, without the written consent of WES.

Both parties shall have the right to disseminate information about the LAN program for marketing, advocacy, and general informational purposes. Both parties agree to disclose or keep private all information as required to comply with state and federal laws and regulations.

LAN will acquire and own all the physical assets needed to operate its headquarters office, and will find and negotiate for it's own office space.

All computers provided to LAN students shall be leased/purchased and managed by LAN. WES will have no ownership or management responsibility of computers. WES will provide technical support and instruction to LAN staff and students in the use of technology specific to WES's online learning platform and systems. WES will not provide general technical support to LAN staff or students.

LAN shall provide all computers, servers, basic office software, and any other technology, technical support or equipment required for using the Power School SIS required by the state, and all other technical and office equipment. WES shall provide access to its LMS and other online learning software for all LAN students.

CONTINGENCY

Except in the case of extraordinary or compelling circumstances, if this agreement is cancelled, the cancellation shall not take effect until the completion of the current academic year.

If this agreement is cancelled or not renewed, LAN shall have no special right to hire staff that worked with LAN but were employees or contractors of WES.

If this agreement is cancelled or not renewed, WES will have sixty days from the last date on which WES provides online courses to LAN students to provide all information to LAN necessary to ensure orderly transition to a new EMO, including: all student academic records and family/contact information, attendance, discipline, grades and other assessment results, and any other materials necessary to ensure an orderly transition to the new EMO.

PERFORMANCE OVERSIGHT & EVALUATION

The Board will evaluate the performance of WES in the following ways:

- 1. Verify that WES has completed its responsibilities by the deadlines given above in the "WES Responsibilities" section.**
- 2. Weekly and monthly meetings with WES administrators and the LAN Director. The agenda for these meetings will include:**
 - a. Reporting on grading, intervention, and response to student messages**
 - b. Identifying and solving problems**
 - c. Delegating projects and responsibilities to the right team members**
 - d. Best practices for online teaching and implementing the WES curriculum**
 - e. Any other help and support requested by the LAN Director**

3. **Conduct surveys to LAN students, parents, and all staff, annually, in which they will be asked to rate WES staff in detail. Surveys will contain scaled ratings (excellent, good, average, below average, poor) and open-ended essay responses. Both WES staff and the Board will have access to survey results. After each annual survey, the Board and WES administrators will meet to determine the areas in which WES should focus its improvement efforts, and establish relevant deadlines.**
4. **LAN has established clear, measurable school-wide achievement goals, which are listed explicitly in section A.2 of the LAN charter.** The Board will require WES to provide reports and continual open access to student achievement results, and will use these results to evaluate the performance of WES and determine whether to renew the agreement with WES. The Board will review progress toward school-wide achievement goals at the conclusion of each fall and winter semester. If the Board chooses to engage a third-party to evaluate the performance of WES, WES will cooperate with the third-party and provide all information requested on behalf of the Board; the Board shall be responsible for fees charged by third-party evaluators. **WES administrators will also be available for meetings with the Board upon request.**

If the Board determines at any time that WES is not performing satisfactorily, the Board may give WES a formal request to change its policies, procedures, resources, and methods. This request must be made in writing and must specify the changes requested, and the reasons. WES will then formulate a written response to the board within thirty days, and detail either its plan to comply with the Board's requests, or evidence and reasoning explaining why WES is unable to comply.

SIGNATURES

LAN authorized Board member printed name	Signature in <i>italics</i>	Date
WES owner printed name	Signature in <i>italics</i>	Date

Attachment B.4.13

Attachment B.4.13

Procedure for Hiring Instructors and Others

The procedure for hiring instructors and other staff members will be as follows:

1. Upon approval by the Board, the ~~Administrator~~ **Director** will create a job description for all faculty and staff positions.
2. The ~~Administrator~~ **Director** will post the open position ~~in a public domain using~~ **on the LAN website, as well as in** local, state, national, and professional association databases. ***Job descriptions will make clear the skills and aptitudes necessary for success teaching online, specifically with the WES curriculum and methods. Also, LAN administrators will attend the iNACOL Virtual School Symposium annually. We will post jobs on the iNACOL forum, which is very active and a great place to find experienced online teachers. We will also read iNACOL's literature and attend workshops on finding, training, and retaining online teachers. WES will also assist LAN with recruiting teachers. Williamsburg Academy has kept over 75 percent of its teachers for multiple years because of their thorough vetting, training, and professional development process. Over 95 percent of teachers, who worked at Williamsburg Academy and then left, did so after finishing the school year. This same process will be used at LAN.***
3. All applicants must complete and submit an employment application to be considered for employment.
4. Teaching positions require submission of a resume, three professional references, transcripts showing the degree posted, and copies of licensure. ***One of our primary goals is to minimize teacher turnover. We will strive to keep teacher compensation at healthy levels that are commensurate with other online schools and attractive to the kind of teachers we seek. We will look for and prefer teachers with online experience, and we will check their references diligently to find out whether they exhibited consistency and did not hop from one online teaching job to another. We will also talk with candidates about their long-term teaching goals and seek to hire those who agree with LAN's vision and desire to contribute to the school for several years. We are not looking simply for teachers with online experience. Williamsburg Academy has found that teachers who do well teaching their curriculum have three essential qualities: First, they genuinely care about individual students and naturally act as not just a teacher of content, but also a mentor who helps students identify and overcome barriers to learning; second, they have an effective online presence that allows them to connect with students and hold their interest during synchronous learning sessions; and third, they have a personal standard of high-quality and consistent work. We are not going to hire the first online teacher that comes along; we will be patient and diligent and find teachers who are most likely to support and implement our mission.***

5. Following the review of all completed application packets, the ~~Administrator~~ **Director** will interview selected candidates and verify their references. The Board and/or ~~Administrator~~ **Director** may also invite WES staff to participate in interviews and give recommendations.
6. Interviews may take place in person, over the internet, or over the phone. Interview questions will be designed to determine the applicant's qualifications for the duties of the desired position. The interviewer will provide equal opportunity for each candidate to answer the same questions.
7. Following the interviews, a candidate may be selected and offered employment. *New teachers will be required to participate in a comprehensive professional development course. This course will put the teacher in the students' shoes and require them to do everything students will need to do to succeed, as well as teach teachers how to use the LMS, Blackboard Collaborate, and all other tools and systems from a teacher's perspective. See [Section A.3.13](#) for further explanation about this course. Once hired, teachers will be on a trial basis during their first year. Their contract will stipulate that LAN's Director as well as WES staff will evaluate them several times during their first year, and will do all they can to help the new LAN teachers succeed. Every teacher at LAN will have an experienced teacher assigned as a mentor teacher who will provide weekly accountability, support, and feedback. During the first year, many of these mentor teachers will be experienced WES teachers. As shown in the Teacher Organization Chart in [Attachment B.3.3](#), WES and LAN teachers will work together closely during the first year to provide the synchronous learning sessions, called workshops, so that LAN teachers have plenty of time to observe online teachers experienced in WES's methods and curriculum.*
8. *The teacher contract will contain "pledges" that require timely work, consistency, integrity, and effectiveness. Specific criteria for evaluations and pledges will be specified in LAN school policy.*
9. If a candidate is not chosen, then the hiring process may start anew or new applicants may be drawn from the original pool.
10. The ~~Administrator~~ **Director** notifies the Board of the hire at the next board meeting. The Board reserves the right to override the ~~Administrator~~ **Director** on matters of hiring.

Attachment C.1.1

Year One

JAMES W. GUTHRIE
Superintendent of Public Instruction

STATE OF NEVADA

**TEACHER LICENSURE
SOUTHERN NEVADA OFFICE**
9890 S. Maryland Parkway
Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450

RORIE FITZPATRICK
Deputy Superintendent
Instructional, Research and Evaluative
Services



DEBORAH H. CUNNINGHAM
Deputy Superintendent
Administrative and Fiscal Services

**SATELLITE OFFICE
ADDRESSES/MAPS**
<http://www.doc.nv.gov>

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 • Fax: (775) 687 - 9101

Charter School Budget

Leadership Academy of Nevada _____ herewith submits the **APPLICATION - YEAR ONE RESUBMISSION**
budget for the fiscal year ending June 30, 2014

This budget contains _____ 1 _____ governmental fund types with estimated expenditures of \$ _____ 1,858,568 _____ and
_____ 0 _____ proprietary funds with estimated expenses of \$ _____ 0 _____.

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Print Name of Governing Board President)

(Signature of Governing Board President)

certify that all applicable funds and financial
operations of this Local Government are
listed herein

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/12	WEIGHTED ACTUAL YEAR ENDING 06/30/13	WEIGHTED ESTIMATED YEAR ENDING 06/30/14
1. Pre-kindergarten (NRS 388.490) _____ x .6 =	0.0	0.0	0 x .6 = 0.0
2. Kindergarten _____ x .6 =	0.0	0.0	0 x .6 = 0.0
3. Elementary _____			0
4. Secondary _____			300
5. Ungraded _____			
6. Subtotal _____	0.0	0.0	300.0
7. Students transported into Nevada from out-of-state _____			
8. Students transported to another state _____			
9. Total WEIGHTED enrollment _____	0.0	0.0	300.0
10. Hold Harmless _____			0.0

11. Basic support per pupil amount, Year Ending 06/30/14	5,257		
Fill in information for each district:	2013-2014 Rate revised 4/25/12	WEIGHTED 2013-2014 Enrollment	Subtotal
Carson City	\$ 6,109	0.0	\$0
Churchill	\$ 6,152	0.0	\$0
Clark	\$ 5,257	300.0	\$1,577,100
Douglas	\$ 5,314	0.0	\$0
Elko	\$ 6,364	0.0	\$0
Esmeralda	\$ 17,932	0.0	\$0
Eureka	\$ 100	0.0	\$0
Humboldt	\$ 5,540	0.0	\$0
Lander	\$ 100	0.0	\$0
Lincoln	\$ 9,906	0.0	\$0
Lyon	\$ 6,718	0.0	\$0
Mineral	\$ 8,463	0.0	\$0
Nye	\$ 6,652	0.0	\$0
Pershing	\$ 8,838	0.0	\$0
Storey	\$ 7,069	0.0	\$0
Washoe	\$ 5,295	0.0	\$0
White Pine	\$ 6,648	0.0	\$0
Multidistrict		300.0	\$1,577,100
			5,257
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			\$1,030
13. Total basic support for enrollee including outside revenue			Total Weighted-#9 \$ 1,886,100.00
			Hold Harmless-#10 \$ -
14. Estimated number of special education program units X _____ amount per unit	-	(Should be 0 or 1 maximum - see prior year allotment)	\$0
	39,768		
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			Total Weighted \$ 1,886,100.00
			Hold Harmless \$ -

Fiscal Year 2013-2014 Charter School Leadership Academy of Nevada

Form 3 Leadership Academy of Nevada REVENUE	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/14		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	0	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)			1,577,100		
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes			309,000		
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	1,886,100	0	0

REVENUE	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance			0		
Unreserved Opening Balance			0		
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	1,886,100	0	0

Leadership Academy of Nevada Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/14 AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			240,000		
200 Benefits			23,112		
300/400/500 Purchased Services			917,900		
600 Supplies			60,000		
700 Property					
800 Other			5,000		
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	1,246,012	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

6/21/2012

Leadership Academy of Nevada PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING 01/00/00 FINAL APPROVED	AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries			88,000		
200 Benefits			8,474		
300/400/500 Purchased Services			90,000		
600 Supplies			3,176		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	0	189,650	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other In	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/14 AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/14 AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries			130,000		
200 Benefits			49,934		
300/400/500 Purchased Services			84,372		
600 Supplies			7,000		
700 Property					
800 Other			10,000		
2400 SUBTOTAL	0	0	281,306	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			93,000		
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	93,000	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/14		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			33,600		
600 Supplies			15,000		
700 Property					
800 Other					
2600 SUBTOTAL	0	0	48,600	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	422,906	0	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/14		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/14		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	0	0	0	0	0
5000 Debt Service					
000 EXPENDITURES	0	0	422,906	0	0
TOTAL ALL EXPENDITURES	0	0	1,858,568	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX			0	
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance			27,532		
TOTAL ENDING FUND BALANCE	0	0	27,532	0	0
TOTAL APPLICATIONS	0	0	1,886,100	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	55,757	0	0
	Calculated Total Ending Fund Balance:	0	0	27,532	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

6/21/2012

TENTATIVE BUDGET 2013-2014				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	240,000	23,112	982,900	1,246,012
200 Special	88,000	8,474	93,176	189,650
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	328,000	31,586	1,076,076	1,435,662
000 Undistributed Expenditures				
2000 Support Services	130,000	49,934	242,972	422,906
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				27,532
UNDISTRIBUTED TOTALS	130,000	49,934	242,972	450,438
TOTAL ALL FUNDS TENTATIVE	458,000	81,520	1,319,048	1,886,100
FINAL BUDGET 2013-2014				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

FINAL BUDGET - AMENDED	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 5 Exp Summary

Page 2 of 2

6/21/2012

PROPRIETARY OR ENTERPRISE FUND

Leadership Academy of Nevada

Fund: N/A REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING 06/30/14		
			TENTATIVE APPROVED	FINAL APPROVED	
1000 LOCAL SOURCES					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
TOTAL LOCAL SOURCES	0	0	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3200 State Govt Restricted Funding					
TOTAL STATE SOURCES	0	0	0	0	0
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
TOTAL FEDERAL SOURCES	0	0	0	0	0
5000 OTHER FINANCING SOURCES					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
TOTAL ALL RESOURCES	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 6 Proprietary/Enterprise	(1)	(2)	(3)		(4)
		ESTIMATED	BUDGET YEAR ENDING 06/30/14		
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/12	CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	
EXPENSES					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0	
2000 Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0	
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0	
4000 Facilities Acquisition & Construction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0	
5000 Debt Service					
6000 Miscellaneous					
SUBTOTAL OTHER SERVICES	0	0	0	0	
TOTAL EXPENSES	0	0	0	0	
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	
TOTAL APPLICATIONS	0	0	0	0	

Leadership Academy of Nevada

REPORT FOR ALL FUNDS		2013-2014		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
				(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
REVENUES	Revenue	1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind		
Nevada Individuals	CODES	1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	1431 Out-of-state SD		
Nevada School Districts	1310/1410						
Out-of-state Individuals	1321/1421						
Out-of-State School Districts	1310/1410						
	1331/1431						
		\$0	\$0	\$0	\$0		\$0

		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
EXPENDITURES	Object Codes				
100 - Regular Programs		561	511	562	512
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
TOTALS		\$0	\$0	\$0	\$0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

LOBBY EXPENSES 2013-2014

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

- 1. Activity: _____

- 2. Funding Source: _____

- 3. Transportation \$ _____

- 4. Lodging and meals \$ _____

- 5. Salaries and Wages \$ _____

- 6. Compensation to lobbyists \$ _____

- 7. Entertainment \$ _____

- 8. Supplies, equipment & facilities; other personnel and services spent in Carson City \$ _____

- Total** **\$ _____**

Entity: N/A

Lobbying Expense Estimate,

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Attachment C.1.1

Year Two

JAMES W. GUTHRIE
Superintendent of Public Instruction

STATE OF NEVADA

**TEACHER LICENSURE
SOUTHERN NEVADA OFFICE**
9890 S. Maryland Parkway
Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450

RORIE FITZPATRICK
Deputy Superintendent
Instructional, Research and Evaluative
Services



DEBORAH H. CUNNINGHAM
Deputy Superintendent
Administrative and Fiscal Services

**SATELLITE OFFICE
ADDRESSES/MAPS**
<http://www.doe.nv.gov>

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 • Fax: (775) 687 - 9101

Charter School Budget

Leadership Academy of Nevada _____ herewith submits the **APPLICATION - YEAR TWO RESUBMISSION**
budget for the fiscal year ending June 30, 2015

This budget contains _____ 1 _____ governmental fund types with estimated expenditures of \$ 3,087,569 and
_____ 0 _____ proprietary funds with estimated expenses of \$ _____ 0 _____.

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Print Name of Governing Board President)

(Signature of Governing Board President)

certify that all applicable funds and financial
operations of this Local Government are
listed herein

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/13	WEIGHTED ACTUAL YEAR ENDING 06/30/14	WEIGHTED ESTIMATED YEAR ENDING 06/30/15
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0	x .6 = 0.0	0 x .6 = 0.0
2. Kindergarten	x .6 = 0.0	x .6 = 0.0	0 x .6 = 0.0
3. Elementary			0
4. Secondary		300	500
5. Ungraded			
6. Subtotal	0.0	300.0	500.0
7. Students transported into Nevada from out-of-state			
8. Students transported to another state			
9. Total WEIGHTED enrollment	0.0	300.0	500.0
10. Hold Harmless			0.0

11. Basic support per pupil amount, Year Ending 06/30/15	<u>5,257</u>			
Fill in information for each district:	2014-2015	WEIGHTED 2014-2015		Use rates below:
	Rate revised 4/25/12	Enrollment	Subtotal	Reference amounts for #12 Estimate: "Outside Revenue"
Carson City	\$ 6,109	0.0	\$ 0	\$ 1,110
Churchill	\$ 6,152	0.0	\$ 0	\$ 1,070
Clark	\$ 5,257	500.0	\$2,628,500	\$ 1,030
Douglas	\$ 5,314	0.0	\$ 0	\$ 2,371
Elko	\$ 6,364	0.0	\$ 0	\$ 1,059
Esmeralda	\$ 17,932	0.0	\$ 0	\$ 6,421
Eureka	\$ 100	0.0	\$ 0	\$ 42,104
Humboldt	\$ 5,540	0.0	\$ 0	\$ 1,706
Lander	\$ 100	0.0	\$ 0	\$ 9,861
Lincoln	\$ 9,906	0.0	\$ 0	\$ 1,217
Lyon	\$ 6,718	0.0	\$ 0	\$ 918
Mineral	\$ 8,463	0.0	\$ 0	\$ 1,458
Nye	\$ 6,652	0.0	\$ 0	\$ 1,290
Pershing	\$ 8,838	0.0	\$ 0	\$ 1,844
Storey	\$ 7,069	0.0	\$ 0	\$ 6,459
Washoe	\$ 5,295	0.0	\$ 0	\$ 1,150
White Pine	\$ 6,648	0.0	\$ 0	\$ 1,824
Multidistrict		500.0	\$2,628,500	<u>5,257</u>
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc. from the district.			<u>\$1,030</u>	
13. Total basic support for enrollee including outside revenue			Total Weighted-#9 <u>\$ 3,143,500.00</u>	Hold Harmless-#10 <u>\$ -</u>
14. Estimated number of special education program units X <u>39,768</u> amount per unit	-	(Should be 0 or 1 maximum - see prior year allotment)	<u>\$0</u>	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			Total Weighted <u>\$ 3,143,500.00</u>	Hold Harmless <u>\$ -</u>

Fiscal Year 2014-2015 Charter School Leadership Academy of Nevada

Form 3	(1)	(2)	(3)	(4)	(4)
Leadership Academy of Nevada REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	0	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)		1,577,100	2,628,500		
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes		309,000	515,000		
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	1,886,100	3,143,500	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

REVENUE	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance			0		
Unreserved Opening Balance		0	48,273		
TOTAL OPENING FUND BALANCE	0	0	48,273	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	1,886,100	3,191,773	0	0

Leadership Academy of Nevada Form 4	(1)	(2)	(3)	(4)	(5)
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries		75,000	121,500		
200 Benefits		19,823	34,392		
300/400/500 Purchased Services		1,077,000	1,805,000		
600 Supplies		131,000	218,800		
700 Property					
800 Other		65,000	225,000		
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	1,367,823	2,404,692	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

Leadership Academy of Nevada PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services		39,500	61,000		
600 Supplies		10,700	17,300		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	50,200	78,300	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other Inst	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries		106,250	99,000		
200 Benefits		34,582	30,246		
300/400/500 Purchased Services		86,872	120,370		
600 Supplies		12,450	14,200		
700 Property					
800 Other		15,000	22,500		
2400 SUBTOTAL	0	255,154	286,316	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services		111,000	194,000		
600 Supplies					
700 Property					
800 Other			40,000		
2500 SUBTOTAL	0	111,000	234,000	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services		38,650	34,100		
600 Supplies		15,000	15,000		
700 Property					
800 Other					
2600 SUBTOTAL	0	53,650	49,100	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	419,804	569,416	0	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	0	0	0	0	0
5000 Debt Service					
000 EXPENDITURES	0	419,804	569,416	0	0
TOTAL ALL EXPENDITURES	0	1,837,827	3,052,408	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX	XXXXXXXXXXXXX	90,000		
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance		48,273	49,365		
TOTAL ENDING FUND BALANCE	0	48,273	139,365	0	0
TOTAL APPLICATIONS	0	1,886,100	3,191,773	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXX	55,135	91,572	0	0
	Calculated Total Ending Fund Balance:	0	48,273	139,365	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

TENTATIVE BUDGET 2014-2015				
(1) PROGRAM OR FUNCTION	Obj 100 (2) SALARIES AND WAGES	Obj 200 (3) EMPLOYEE BENEFITS	Obj 300-900 (4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	490,000	62,962	1,649,500	2,202,462
200 Special	176,000	16,949	155,460	348,409
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	666,000	79,911	1,804,960	2,550,871
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	143,000	53,728	339,970	536,698
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				83,463
UNDISTRIBUTED TOTALS	143,000	53,728	339,970	620,161
TOTAL ALL FUNDS TENTATIVE	809,000	133,639	2,144,930	3,171,032
FINAL BUDGET 2014-2015				
(1) PROGRAM OR FUNCTION	Obj 100 (2) SALARIES AND WAGES	Obj 200 (3) EMPLOYEE BENEFITS	Obj 300-900 (4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

FINAL BUDGET - AMENDED	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Form 5 Exp Summary

Page 2 of 2

6/21/2012

PROPRIETARY OR ENTERPRISE FUND

Leadership Academy of Nevada

Fund: N/A REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		
			TENTATIVE APPROVED		FINAL APPROVED
1000 LOCAL SOURCES					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
TOTAL LOCAL SOURCES	0	0	0		0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3200 State Govt Restricted Funding					
TOTAL STATE SOURCES	0	0	0		0
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass- thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
TOTAL FEDERAL SOURCES	0	0	0		0
5000 OTHER FINANCING SOURCES					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
TOTAL OTHER SOURCES	0	0	0		0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0		0
TOTAL ALL RESOURCES	0	0	0		0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Form 6 Proprietary/Enterprise	(1)	(2)	(3)		(4)
		ESTIMATED	BUDGET YEAR ENDING 06/30/15		
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/13	CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED		FINAL APPROVED
EXPENSES					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0		0
2000 Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL SUPPORT EXPENSES:	0	0	0		0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0		0
4000 Facilities Acquisition & Construction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0		0
5000 Debt Service					
6000 Miscellaneous					
SUBTOTAL OTHER SERVICES	0	0	0		0
TOTAL EXPENSES	0	0	0		0
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0		0
TOTAL APPLICATIONS	0	0	0		0

Leadership Academy of Nevada

REPORT FOR ALL FUNDS		2014-2015	FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
REVENUES	Revenue CODES		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
Nevada Individuals	1310/1410		1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind
Nevada School Districts	1321/1421		1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	1431 Out-of-state SD
Out-of-state Individuals	1310/1410					
Out-of-State School Districts	1331/1431					
			\$0	\$0	\$0	\$0

		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
EXPENDITURES	Object Codes				
100 - Regular Programs		561	511	562	512
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
TOTALS		\$0	\$0	\$0	\$0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

LOBBY EXPENSES 2014-2015

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity: _____

2. Funding Source: _____

3. Transportation \$ _____

4. Lodging and meals \$ _____

5. Salaries and Wages \$ _____

6. Compensation to lobbyists \$ _____

7. Entertainment \$ _____

8. Supplies, equipment & facilities; other personnel and services spent in Carson City \$ _____

Total **\$ _____ -**

Entity: N/A

Lobbying Expense Estimate,

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Attachment C.1.2

Year One

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR: 2013/2014 - Year One

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL Part-time regular teachers	6	12	\$20,000.00	\$0.00
					\$240,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE Part-time teachers for a 9 month contract					
				TOTAL	\$240,000.00
200	BENEFITS Social Security tax at 6.02% Medicare tax at 1.68% Unemployment tax at 1.75%				\$0.00
					\$14,880.00
					\$4,032.00
					\$4,200.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$23,112.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES EMO fee		300	\$2,600.00	\$0.00
					\$0.00
					\$780,000.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE EMO fee includes curriculum, teacher training, up to 30% of teachers, ongoing teacher support. See Attachment B.3.1.3.					
				TOTAL	\$780,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR: 2013/2014 - Year One

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
	Student internet stipend		300	\$200.00	\$60,000.00
	Books/materials stipend		300	\$150.00	\$45,000.00
	Plan/Explore Assessments		300	\$45.00	\$13,500.00
	Admin of State testing				\$14,400.00
	Student health services				\$5,000.00
	NARRATIVE				
Admin of State testing for renting space, travel, etc. Student health services assuming 2 medical personnel for 2 weeks at \$1,250 each per week					
				TOTAL	\$137,900.00
600	SUPPLIES				\$0.00
	Student laptop computer lease		300	\$200.00	\$60,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$60,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR: 2013/2014 - Year One

800	DEBT SERVICE AND MISCELLANEOUS School/student activities, etc.				\$0.00
					\$0.00
					\$5,000.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$5,000.00
Subtotal Objects 100-600 & 800					\$1,246,012.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
		NARRATIVE			
				TOTAL	\$0.00
GRAND TOTAL					\$1,246,012.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR: 2013/2014 - Year One

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Part-time special ed teachers	1.5	3	\$22,000.00	\$66,000.00
	Part-time ELL teachers	0.5	1	\$22,000.00	\$22,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE Part-time teachers for a 9 month contract				
				TOTAL	\$88,000.00
200	BENEFITS				\$0.00
	Social Security tax at 6.02%				\$5,456.00
	Medicare tax at 1.68%				\$1,478.00
	Unemployment tax at 1.75%				\$1,540.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$8,474.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	Special ed services		30	\$3,000.00	\$90,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE Special education services outsourced to contractors: psychologists, registered nurses, speech therapy, transportation reimbursement, and any other services needed.				
				TOTAL	\$90,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR: 2013/2014 - Year One

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
600	SUPPLIES				\$0.00
		ELL teacher materials	1	\$500.00	\$500.00
		ELL WIDA assessment	12	\$23.00	\$276.00
		ELL online curriculum	12	\$200.00	\$2,400.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$3,176.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR: 2013/2014 - Year One

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$189,650.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$189,650.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2013/2014 - Year One

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Director	1	1	\$80,000.00	\$80,000.00
	Office/Business Manager	1	1	\$50,000.00	\$50,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE Director and Office/Business Manager for 12 month contracts				
				TOTAL	\$130,000.00
200	BENEFITS				\$0.00
	PERS at 25.75% of payroll				\$33,475.00
	Medicare tax at 1.68%				\$2,184.00
	Unemployment tax at 1.75%				\$2,275.00
	Health insurance	2	2	\$6,000.00	\$12,000.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$49,934.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	General liability and other ins				\$0.00
	Professional services				\$12,150.00
	State Board sponsorship				\$34,500.00
					\$37,722.00
	NARRATIVE Professional fees include: annual audit \$20,000, accounting \$12,000, and legal \$2,500.				
				TOTAL	\$84,372.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2013/2014 - Year One

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
600	SUPPLIES Office supplies Computer lease for admin				\$0.00
					\$3,000.00
					\$4,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$7,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2013/2014 - Year One

800	DEBT SERVICE AND MISCELLANEOUS Professional development Dues, memberships, etc.				\$0.00
					\$0.00
					\$5,000.00
					\$5,000.00
					\$0.00
					\$0.00
NARRATIVE Attendance at industry conferences, etc.					
				TOTAL	\$10,000.00
Subtotal Objects 100-600 & 800					\$281,306.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$281,306.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2013/2014 - Year One

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
		NARRATIVE			
				TOTAL	\$0.00
200	BENEFITS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
		NARRATIVE			
				TOTAL	\$0.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES Outsourced marketing Technology support				\$0.00
					\$0.00
			300	\$300.00	\$90,000.00
					\$3,000.00
					\$0.00
					\$0.00
		NARRATIVE EMO provides tech support for LMS and other online learning platforms.			
				TOTAL	\$93,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2013/2014 - Year One

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
600	SUPPLIES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2013/2014 - Year One

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$93,000.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$93,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2600 OPER/MAINT PLANT SVCS

FISCAL YEAR: 2013/2014 - Year One

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
		NARRATIVE			
			TOTAL	\$0.00	
200	BENEFITS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
		NARRATIVE			
			TOTAL	\$0.00	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
		NARRATIVE			
			TOTAL	\$0.00	

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2600 OPER/MAINT PLANT SVCS

FISCAL YEAR: 2013/2014 - Year One

400	PURCHASED PROPERTY SERVICES Admin office rent Utilities Cleaning				\$0.00
					\$0.00
					\$27,000.00
					\$3,600.00
					\$3,000.00
					\$0.00
NARRATIVE Admin office - 1,500 sq ft @ \$1.50/month, including CAMS					
				TOTAL	\$33,600.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
600	SUPPLIES Office furniture & equipment				\$0.00
					\$15,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$15,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2600 OPER/MAINT PLANT SVCS

FISCAL YEAR: 2013/2014 - Year One

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$48,600.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$48,600.00

Attachment C.1.2

Year Two

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR: 2014/2015 - Year Two

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL Part-time regular teachers Academic/Student Advisor				\$0.00
		11	22	\$20,000.00	\$440,000.00
		1	1	\$50,000.00	\$50,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE Part-time teachers for a 9 month contract					
				TOTAL	\$490,000.00
200	BENEFITS PERS at 25.75% of FT payroll Social Security tax at 6.02% PT Medicare tax at 1.68% Unemployment tax at 1.75% Health insurance				\$0.00
					\$12,875.00
					\$27,280.00
					\$8,232.00
					\$8,575.00
		1	1	\$6,000.00	\$6,000.00
					\$0.00
NARRATIVE					
				TOTAL	\$62,962.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES EMO fee				\$0.00
					\$0.00
			500	\$2,600.00	\$1,300,000.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE EMO fee includes curriculum, teacher training, up to 30% of teachers, ongoing teacher support. See Attachment B.3.1.3.					
				TOTAL	\$1,300,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR: 2014/2015 - Year Two

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
	Student internet stipend		500	\$200.00	\$100,000.00
	Books/materials stipend		500	\$150.00	\$75,000.00
	Plan/Explore Assessments		500	\$45.00	\$22,500.00
	Admin of State testing				\$24,000.00
	Student health services				\$8,000.00
	NARRATIVE				
Admin of State testing for renting space, travel, etc. Student health services assuming 2 medical personnel for 2 weeks at \$1,250 each per week					
				TOTAL	\$229,500.00
600	SUPPLIES				\$0.00
	Student laptop computer lease		500	\$200.00	\$100,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$100,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR: 2014/2015 - Year Two

800	DEBT SERVICE AND MISCELLANEOUS School/student activities, etc.				\$0.00
					\$0.00
					\$20,000.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$20,000.00
Subtotal Objects 100-600 & 800					\$2,202,462.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$2,202,462.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR: 2014/2015 - Year Two

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Part-time special ed teachers	3	6	\$22,000.00	\$132,000.00
	Part-time ELL teachers	1	2	\$22,000.00	\$44,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE Part-time teachers for a 9 month contract				
				TOTAL	\$176,000.00
200	BENEFITS				\$0.00
	Social Security tax at 6.02%				\$10,912.00
	Medicare tax at 1.68%				\$2,957.00
	Unemployment tax at 1.75%				\$3,080.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$16,949.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	Special ed services		50	\$3,000.00	\$150,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE Special education services outsourced to contractors: psychologists, registered nurses, speech therapy, transportation reimbursement, and any other services needed.				
				TOTAL	\$150,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR: 2014/2015 - Year Two

400	PURCHASED PROPERTY SERVICES				\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
	NARRATIVE					
				TOTAL	\$0.00	
500	OTHER PURCHASED SERVICES				\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
	NARRATIVE					
					TOTAL	\$0.00
	600	SUPPLIES				\$0.00
ELL teacher materials			2	\$500.00	\$1,000.00	
ELL WIDA assessment			20	\$23.00	\$460.00	
ELL online curriculum			20	\$200.00	\$4,000.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
NARRATIVE						
				TOTAL	\$5,460.00	

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR: 2014/2015 - Year Two

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$348,409.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$348,409.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2014/2015 - Year Two

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Director	1	1	\$88,000.00	\$88,000.00
	Office/Business Manager	1	1	\$55,000.00	\$55,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE Director and Office/Business Manager for 12 month contracts				
				TOTAL	\$143,000.00
200	BENEFITS				\$0.00
	PERS at 25.75% of payroll				\$36,823.00
	Medicare tax at 1.68%				\$2,402.00
	Unemployment tax at 1.75%				\$2,503.00
	Health insurance	2	2	\$6,000.00	\$12,000.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$53,728.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	General liability and other ins				\$0.00
	Professional services				\$18,000.00
	State Board sponsorship				\$36,500.00
					\$62,870.00
					\$0.00
	NARRATIVE Professional fees include: annual audit \$22,000, accounting \$12,000, and legal \$2,500.				
				TOTAL	\$117,370.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2014/2015 - Year Two

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
600	SUPPLIES Office supplies Computer lease for admin				\$0.00
					\$4,000.00
					\$4,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$8,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2014/2015 - Year Two

800	DEBT SERVICE AND MISCELLANEOUS Professional development Dues, memberships, etc.				\$0.00
					\$0.00
					\$8,000.00
					\$10,000.00
					\$0.00
					\$0.00
NARRATIVE Attendance at industry conferences, etc.					
				TOTAL	\$18,000.00
Subtotal Objects 100-600 & 800					\$340,098.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
		NARRATIVE			
				TOTAL	\$0.00
GRAND TOTAL					\$340,098.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2014/2015 - Year Two

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
200	BENEFITS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES Outsourced marketing Technology support				\$0.00
					\$0.00
			500	\$300.00	\$150,000.00
					\$3,000.00
					\$0.00
					\$0.00
	NARRATIVE EMO provides tech support for LMS and other online learning platforms.				
				TOTAL	\$153,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2014/2015 - Year Two

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
600	SUPPLIES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2014/2015 - Year Two

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$153,000.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
GRAND TOTAL					\$153,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2600 OPER/MAINT PLANT SVCS

FISCAL YEAR: 2014/2015 - Year Two

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
200	BENEFITS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2600 OPER/MAINT PLANT SVCS

FISCAL YEAR: 2014/2015 - Year Two

400	PURCHASED PROPERTY SERVICES Admin office rent Utilities Cleaning				\$0.00
					\$0.00
					\$27,000.00
					\$3,600.00
					\$3,000.00
					\$0.00
					\$0.00
NARRATIVE Admin office - 1,500 sq ft @ \$1.50/month, including CAMS					
				TOTAL	\$33,600.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
600	SUPPLIES Office furniture & equipment				\$0.00
					\$10,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$10,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2600 OPER/MAINT PLANT SVCS

FISCAL YEAR: 2014/2015 - Year Two

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$43,600.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$43,600.00

Attachment C.1.3

Year One

Leadership Academy of Nevada

CASH FLOW STATEMENT

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Tentative Budget	Variance
REVENUES															
Type: Distributive School Acct	\$ 394,275.00	\$ 394,275.00	\$ 394,275.00	\$ 394,275.00	\$ 394,275.00	\$ 394,275.00	\$ 394,275.00	\$ 394,275.00	\$ 394,275.00	\$ 394,275.00	\$ 394,275.00	\$ 394,275.00	\$ 394,275.00	\$ 1,577,100.00	\$ 1,577,100.00
Donations															
Federal Grant A	\$ 77,250.00	\$ 77,250.00	\$ 77,250.00	\$ 77,250.00	\$ 77,250.00	\$ 77,250.00	\$ 77,250.00	\$ 77,250.00	\$ 77,250.00	\$ 77,250.00	\$ 77,250.00	\$ 77,250.00	\$ 77,250.00	\$ 309,000.00	\$ 309,000.00
Revenue in Lieu of Taxes															
Total Revenues Y-T-D	\$ 471,525.00	\$ 471,525.00	\$ 471,525.00	\$ 471,525.00	\$ 471,525.00	\$ 471,525.00	\$ 471,525.00	\$ 471,525.00	\$ 471,525.00	\$ 471,525.00	\$ 471,525.00	\$ 471,525.00	\$ 471,525.00	\$ 1,886,100.00	\$ 1,886,100.00
EXPENDITURES															
Salaries & Benefits	\$ 10,833.00	\$ 47,278.00	\$ 47,278.00	\$ 47,278.00	\$ 47,278.00	\$ 47,278.00	\$ 47,278.00	\$ 47,278.00	\$ 47,278.00	\$ 47,278.00	\$ 47,278.00	\$ 47,278.00	\$ 47,278.00	\$ 458,000.00	\$ 458,000.00
Salaries	\$ 4,161.00	\$ 7,671.00	\$ 7,671.00	\$ 7,671.00	\$ 7,671.00	\$ 7,671.00	\$ 7,671.00	\$ 7,671.00	\$ 7,671.00	\$ 7,671.00	\$ 7,671.00	\$ 7,671.00	\$ 7,671.00	\$ 81,520.00	\$ 81,520.00
Benefits	\$ 14,994.00	\$ 54,949.00	\$ 54,949.00	\$ 54,949.00	\$ 54,949.00	\$ 54,949.00	\$ 54,949.00	\$ 54,949.00	\$ 54,949.00	\$ 54,949.00	\$ 54,949.00	\$ 54,949.00	\$ 54,949.00	\$ 539,520.00	\$ 539,520.00
Total Salaries & Ben	\$ 7,083.00	\$ 7,083.00	\$ 7,083.00	\$ 7,083.00	\$ 7,083.00	\$ 7,083.00	\$ 7,083.00	\$ 7,083.00	\$ 7,083.00	\$ 7,083.00	\$ 7,083.00	\$ 7,083.00	\$ 7,083.00	\$ 85,176.00	\$ 85,176.00
Operating	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 27,000.00	\$ 27,000.00
Supplies	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 6,600.00	\$ 6,600.00
Rent	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 42,500.00	\$ 42,500.00
Utilities	\$ 5,000.00	\$ 11,667.00	\$ 11,667.00	\$ 11,667.00	\$ 11,667.00	\$ 11,667.00	\$ 11,667.00	\$ 11,667.00	\$ 11,667.00	\$ 11,667.00	\$ 11,667.00	\$ 11,667.00	\$ 11,667.00	\$ 105,000.00	\$ 105,000.00
Contracts	\$ 195,000.00	\$ 195,000.00	\$ 195,000.00	\$ 195,000.00	\$ 195,000.00	\$ 195,000.00	\$ 195,000.00	\$ 195,000.00	\$ 195,000.00	\$ 195,000.00	\$ 195,000.00	\$ 195,000.00	\$ 195,000.00	\$ 780,000.00	\$ 780,000.00
Textbooks	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 90,000.00	\$ 90,000.00
Equipment	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 90,000.00	\$ 90,000.00
EMO fee	\$ 9,431.00	\$ 9,431.00	\$ 9,431.00	\$ 9,431.00	\$ 9,431.00	\$ 9,431.00	\$ 9,431.00	\$ 9,431.00	\$ 9,431.00	\$ 9,431.00	\$ 9,431.00	\$ 9,431.00	\$ 9,431.00	\$ 37,722.00	\$ 37,722.00
Outsourced marketing	\$ 12,150.00	\$ 12,150.00	\$ 12,150.00	\$ 12,150.00	\$ 12,150.00	\$ 12,150.00	\$ 12,150.00	\$ 12,150.00	\$ 12,150.00	\$ 12,150.00	\$ 12,150.00	\$ 12,150.00	\$ 12,150.00	\$ 12,150.00	\$ 12,150.00
Special ed services														\$ 5,000.00	\$ 5,000.00
School activities														\$ 27,900.00	\$ 27,900.00
State Board														\$ 12,150.00	\$ 12,150.00
Testing														\$ 5,000.00	\$ 5,000.00
Insurance														\$ 5,000.00	\$ 5,000.00
Dues, memberships, etc.														\$ 5,000.00	\$ 5,000.00
Professional development														\$ 5,000.00	\$ 5,000.00
Total Expenses	\$ 47,708.00	\$ 298,581.00	\$ 83,999.00	\$ 92,805.00	\$ 312,389.00	\$ 87,749.00	\$ 97,804.00	\$ 305,249.00	\$ 87,748.00	\$ 114,945.00	\$ 289,342.00	\$ 60,251.00	\$ 1,858,568.00	\$ 1,858,568.00	\$ 1,858,568.00
Total Expenses Y-T-D	\$ 47,708.00	\$ 346,289.00	\$ 430,288.00	\$ 523,093.00	\$ 835,482.00	\$ 923,231.00	\$ 1,021,035.00	\$ 1,326,284.00	\$ 1,414,032.00	\$ 1,528,975.00	\$ 1,798,317.00	\$ 1,858,568.00	\$ 1,858,568.00	\$ 1,858,568.00	\$ 1,858,568.00
Percent of Budget	2.57%	18.63%	23.15%	28.14%	44.95%	49.67%	54.94%	71.36%	76.08%	82.27%	96.76%	100.00%			

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 423,817.00	\$ (298,581.00)	\$ (63,999.00)	\$ 378,720.00	\$ (312,389.00)	\$ (87,749.00)	\$ 375,721.00	\$ (305,249.00)	\$ (87,748.00)	\$ 356,562.00	\$ (269,342.00)	\$ (60,251.00)	\$ 27,532.00	\$ 27,532.00	\$ -
Begin Cash Balance(F/B)		\$ 423,817.00	\$ 125,236.00	\$ 41,237.00	\$ 419,957.00	\$ 107,568.00	\$ 19,819.00	\$ 393,540.00	\$ 88,291.00	\$ 543.00	\$ 357,125.00	\$ 87,783.00	\$ 87,783.00	\$ 27,532.00	\$ -
End Cash Balance (F/B)	\$ 423,817.00	\$ 125,236.00	\$ 41,237.00	\$ 419,957.00	\$ 107,568.00	\$ 19,819.00	\$ 393,540.00	\$ 88,291.00	\$ 543.00	\$ 357,125.00	\$ 87,783.00	\$ 87,783.00	\$ 27,532.00	\$ 27,532.00	\$ -

Leadership Academy of Nevada

FORM 11 CASH FLOW

Attachment C.1.3

Year Two

Leadership Academy of Nevada

CASH FLOW STATEMENT

2014-2015	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Tenative Budget	Variance	
REVENUES																
Type: Distributive School Acct																
Donations	\$ 657,125.00	\$ 657,125.00	\$ 657,125.00	\$ 657,125.00	\$ 657,125.00	\$ 657,125.00	\$ 657,125.00	\$ 657,125.00	\$ 657,125.00	\$ 657,125.00	\$ 657,125.00	\$ 657,125.00	\$ 657,125.00	\$ 2,628,500.00	\$ -	
Federal Grant A																
Revenue in Lieu of Taxes	\$ 128,750.00	\$ 128,750.00	\$ 128,750.00	\$ 128,750.00	\$ 128,750.00	\$ 128,750.00	\$ 128,750.00	\$ 128,750.00	\$ 128,750.00	\$ 128,750.00	\$ 128,750.00	\$ 128,750.00	\$ 128,750.00	\$ 515,000.00	\$ -	
Total Revenues	\$ 785,875.00	\$ 785,875.00	\$ 785,875.00	\$ 785,875.00	\$ 785,875.00	\$ 785,875.00	\$ 785,875.00	\$ 785,875.00	\$ 785,875.00	\$ 785,875.00	\$ 785,875.00	\$ 785,875.00	\$ 785,875.00	\$ 3,143,500.00	\$ -	
Total Revenues Y-T-D	\$ 785,875.00	\$ 1,571,750.00	\$ 2,357,625.00	\$ 3,143,500.00	\$ 3,143,500.00	\$ 3,143,500.00	\$ 3,143,500.00	\$ 3,143,500.00	\$ 3,143,500.00	\$ 3,143,500.00	\$ 3,143,500.00	\$ 3,143,500.00	\$ 3,143,500.00	\$ 3,143,500.00	\$ -	
EXPENDITURES																
Salaries & Benefits																
Salaries	\$ 16,083.00	\$ 84,528.00	\$ 84,528.00	\$ 84,528.00	\$ 84,528.00	\$ 84,528.00	\$ 84,528.00	\$ 84,528.00	\$ 84,528.00	\$ 84,527.00	\$ 16,083.00	\$ 16,083.00	\$ 809,000.00	\$ 809,000.00	\$ -	
Benefits	\$ 6,193.00	\$ 12,785.00	\$ 12,785.00	\$ 12,784.00	\$ 12,785.00	\$ 12,784.00	\$ 12,784.00	\$ 12,784.00	\$ 12,784.00	\$ 12,784.00	\$ 6,193.00	\$ 6,193.00	\$ 133,639.00	\$ 133,639.00	\$ -	
Total Salaries & Ben	\$ 22,276.00	\$ 97,313.00	\$ 97,313.00	\$ 97,312.00	\$ 97,313.00	\$ 97,312.00	\$ 97,312.00	\$ 97,312.00	\$ 97,312.00	\$ 97,311.00	\$ 22,276.00	\$ 22,276.00	\$ 942,639.00	\$ 942,639.00	\$ -	
Operating																
Supplies	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 12,730.00	\$ 9,000.00	\$ 9,000.00	\$ 123,460.00	\$ 123,460.00	\$ -	
Rent	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	\$ 27,000.00	\$ 27,000.00	\$ -	
Utilities	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 550.00	\$ 6,600.00	\$ 6,600.00	\$ -	
Contracts	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,875.00	\$ 1,250.00	\$ 23,875.00	\$ 47,500.00	\$ 47,500.00	\$ -	
Textbooks	\$ 8,334.00	\$ 19,444.00	\$ 19,444.00	\$ 19,444.00	\$ 19,445.00	\$ 19,444.00	\$ 19,444.00	\$ 19,445.00	\$ 19,444.00	\$ 19,444.00	\$ 11,112.00	\$ 9,000.00	\$ 175,000.00	\$ 175,000.00	\$ -	
Equipment	\$ 325,000.00	\$ 325,000.00	\$ 325,000.00	\$ 325,000.00	\$ 325,000.00	\$ 325,000.00	\$ 325,000.00	\$ 325,000.00	\$ 325,000.00	\$ 325,000.00	\$ 325,000.00	\$ 325,000.00	\$ 1,300,000.00	\$ 1,300,000.00	\$ -	
EMO fee	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 150,000.00	\$ 150,000.00	\$ -	
Outsourced marketing	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00	\$ 20,000.00	\$ 20,000.00	\$ 150,000.00	\$ 150,000.00	\$ -	
Special ed services	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 20,000.00	\$ 20,000.00	\$ -	
School activities	\$ 15,718.00	\$ 15,717.00	\$ 15,718.00	\$ 15,718.00	\$ 13,000.00	\$ 13,000.00	\$ 15,717.00	\$ 15,717.00	\$ 13,000.00	\$ 15,717.00	\$ 13,000.00	\$ 13,000.00	\$ 62,870.00	\$ 62,870.00	\$ -	
State Board	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 46,500.00	\$ 46,500.00	\$ -	
Insurance	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 10,000.00	\$ 10,000.00	\$ -	
Dues, memberships, etc.													\$ 8,000.00	\$ 8,000.00	\$ -	
Professional development													\$ -	\$ -	\$ -	
Total Expenses	\$ 70,044.00	\$ 509,687.00	\$ 509,687.00	\$ 509,687.00	\$ 529,038.00	\$ 529,038.00	\$ 529,038.00	\$ 508,307.00	\$ 446,938.00	\$ 446,938.00	\$ 446,938.00	\$ 85,951.00	\$ 3,087,569.00	\$ 3,087,569.00	\$ -	
Total Expenses Y-T-D	\$ 70,044.00	\$ 1,211,374.00	\$ 1,721,061.00	\$ 2,232,748.00	\$ 2,761,786.00	\$ 3,281,824.00	\$ 3,810,862.00	\$ 4,340,169.00	\$ 4,869,107.00	\$ 5,398,045.00	\$ 5,927,083.00	\$ 6,456,034.00	\$ 7,003,112.00	\$ 7,552,150.00	\$ 8,099,714.00	\$ -
Percent of Budget	2.27%	18.78%	23.34%	28.43%	45.56%	50.12%	55.47%	71.93%	77.24%	82.74%	97.22%	100.00%				

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 715,831.00	\$ (509,687.00)	\$ (140,807.00)	\$ 628,726.00	\$ (529,038.00)	\$ (140,806.00)	\$ 620,726.00	\$ (508,307.00)	\$ (163,806.00)	\$ 615,996.00	\$ (446,938.00)	\$ (85,951.00)	\$ 55,931.00	\$ 55,931.00	\$ -
Begin Cash Balance(F/B)	\$ 27,532.00	\$ 743,363.00	\$ 233,666.00	\$ 92,859.00	\$ 721,585.00	\$ 192,547.00	\$ 51,741.00	\$ 672,467.00	\$ 184,160.00	\$ 354.00	\$ 616,352.00	\$ 169,414.00	\$ 55,931.00	\$ 55,931.00	\$ -
End Cash Balance (F/B)	\$ 743,363.00	\$ 233,666.00	\$ 92,859.00	\$ 721,585.00	\$ 192,547.00	\$ 51,741.00	\$ 672,467.00	\$ 164,160.00	\$ 354.00	\$ 616,352.00	\$ 169,414.00	\$ 83,463.00	\$ 55,931.00	\$ 55,931.00	\$ -

Leadership Academy of Nevada

FORM 11 CASH FLOW

Attachment C.1.5

**Leadership Academy of Nevada
Pre-opening Budget**

Before charter granted:

Special education consultant		\$ 675
Attorney fees		350
Application printing/shipping		1,150
		<u>2,175</u>

After charter granted and before July 1, 2013:

Director		8,750
Office/Business Manager		5,000
Website design		3,500
Office supplies		1,500
Administrative office rent	One month, plus one month deposit	4,500
Administrative office utilities	One month	300
Administrative office cleaning	One month	250
		<u>23,800</u>
		<u>\$ 25,975</u>

Expenditures before the charter is granted will be funded by the Committee to Form.

Expenditures after the charter is granted will be funded by a combination of the Committee to Form/Board, private contributions and/or advances. In addition, Leadership Academy of Nevada (the School) is exploring the establishment and incorporation of a foundation for the purposes of accepting, holding, and administering funds and gifts to the School for special general purposes, applying for grants from public and private sources, and securing an operating line of credit.

Attachment C.4.7

Attachment C.4.7

Upon receiving a Subsection 7 Charter, Leadership Academy of Nevada will enter into a contract with a registered nurse. The duties of the nurse include, but are not limited to: Documenting immunization records; overseeing the screenings for audio, visual, and scoliosis screenings for 7th and 10th grade students; ensuring that the medical needs of students are provided for in IEPs; ensuring that the parents or guardians, administrator, and other professionals responsible for the student are kept apprised of the student's needs; and fulfilling all other duties required by law and regulations from the Nevada State Board of Education.