



## **Charter School Application**

Submitted on August 29, 2012

By the Committee to Form the School

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# Leadership Academy of Nevada Charter School Application

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# Cover Sheet



# Nevada Charter School Application Cover Sheet Page 1 of 3

## Part 1: Basic Information

### Name of Proposed Charter School

Leadership Academy of Nevada

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

Valerie Blake

### Mailing Address of Liaison

246 Crystal Springs, Henderson, NV 89074

### Telephone for Liaison (Primary)

(702) 300-6528

### Email Address for Liaison

handfull5@cox.net

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

Williamsburg Educational Services

### Physical Address of School (If Known)

Pending

### Geographic Region or Neighborhood Where Proposed School Will be Located

Las Vegas, NV

### School District in Which the School Will Be Located

Clark County School District

### Title/Relationship to Committee to Form School

Chairperson/Committee to Form

### Telephone for Liaison (Secondary)

(702) 451-3230

### Fax for Liaison

None

### Intended Opening Date

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

Fall of 2013

### Proposed Sponsor:

State Public Charter School Authority

School District

Which One? \_\_\_\_\_

Public College or University

Which one? \_\_\_\_\_

### Enrollment Projections

School year	Grade Levels Served	Projected Enrollment per grade (This response may be provided On a separate sheet of paper)
School year 1	9-12	300
School year 2	6-12	500

Ultimately, the school expects to serve a total of unlimited pupils in grades 6 to 12.

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

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

Yes  
 No

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

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

Yes  
 No

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

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**Vocational education status (NAC 386.415):**

**Is this an application for the vocational education charter school?**

Yes  
 No

**If yes, respond to A.10**

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**Distance education status:**

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

Yes  
 No

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

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

Yes  
 No

**If yes attach the Private School Conversion Assurances found at:  
<http://nde.doe.gov/SD CharterSchools Forms.htm>**

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

Yes  
 No

**If yes, what is that number or ratio?**

2013-14: 300 pupils 2014-15: 500 pupils
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**If yes, state your plan in B.3, Required Element 9.**


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


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


Leadership Academy of Nevada is a distance-education public charter school dedicated to provide highly-motivated and self-directed students in Nevada with a classical education so they can become principled leaders. Using instructional methods and curriculum provided by Williamsburg Academy (through Williamsburg Educational Services), as well as current technology, our mentors teach students "how" to think, rather than "what" to think, through Socratic questioning and online discussions grounded in classics. We expect that parents will participate in their child's education to help him set goals and to make and keep commitments to his mentors. Today's students need an education in both the Liberal Arts and technology, and we firmly believe that by combining the two, we are providing the best opportunity for remarkable youth to become outstanding adults who will lead the future.

**Application Certification**

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

Signature of Liaison: 

Date: 

Printed Name: 

# 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,

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](http://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 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.
2. Nevada State Exams: 75 percent of students enrolled in the charter school for a three consecutive year period will 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 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.
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 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 nation-wide exams on an annual basis to all students in 8th through 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.

**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 insure 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 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 (“LMS”). Students learn at their own pace. Each module has instructional videos, diagrams and 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 teacher’s assistant (TA) 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 lit 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 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 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.

**Required Element A.3.6:** See Attachment A.3.6.

**Required Element A.3.7:** See Attachment A.3.7.

**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 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 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 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. Every person on the team:

1. Attends a weekly huddle, led by the Director. In huddles, team members give and share trainings with each other about our profession, our industry, our methods, etc. 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 in which the Director follows up on goals team members set in the huddle, ensures team members are up to speed on email and messages, 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. Team members attend iNacol conferences, Expeditionary Learning conferences, educational technology conferences, and more

We believe we need to be highly trained, highly integrated, and frequently interface with the online education industry if we want to stay on the front of the learning curve.

**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 Synchros.

- 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 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're 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 statues 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.

National Assessment: To assist us in evaluating the formative progress and summative results of our students, we have chosen to administer EXPLORE, PLAN, and the ACT from ACT's College and Career Readiness System. 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 and 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](http://www.act.org/research/policymakers/pdf/LongitudinalAssessmentSystem.pdf). 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.4.5:**

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 leadership classes, every student is part of a pod of 10 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 communications, 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.

**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 available through Williamsburg Academy and are the responsibility, in full, of the parents and students.

#### **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, being expelled from school. The School will follow all procedures outlined for student behavior as stated in *NRS 386.585* and *NRS 392.465*.

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; and 4) Provide live and recorded webinars for general family instruction and inspiration.

**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 curriculum. 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.

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.

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 requesting that their child 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 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 are 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. 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.

**Required Element A.8.4:**

The School will provide services to students 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.

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. The Director or designee will meet with the student and parent to share information on the virtual mode of education. Most important is the consideration of the student being able to access and gain meaningful benefit from a virtual education. An IEP Team will be reconvened to consider the individual needs, including goals, benchmarks, accommodations, related services, 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. 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 member of the Committee to Form the School has an ownership interest in the facility the School will lease. No member of the Committee to Form the School has an association or affiliation, or had an association or affiliation, with any other charter school in this state or in another state.

**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 minimal 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. 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 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. 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.
- 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.
- TEACHERS: Our staff will initially consist of part-time teachers in addition to those hired through WES.
- 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, 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.

**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*

**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 would be willing to provide its curriculum and methods to a new charter school in Nevada.
- 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 3.1.4.
- C. See Attachment B.3.1.3, “Educational Services Agreement.”
- 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, currently works for Williamsburg Academy as a teaching assistant. Also, Valerie Blake, Kelly and Ruth Parker, and Angela Kleven all 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.

**Additional 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. The part-time staff will include the following independent contractors: Licensed teachers as needed, depending on enrollment; 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.

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 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.

The School will effectively recruit and retain high-quality 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.

**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.

**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.4.13.

**Required Element B.4.9:**

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

G. 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, 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. 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@pbt.com](mailto:kparker@pbt.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 designated to draw all orders for the payment of money belonging to the School pursuant to *NRS 386.573*.

**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 need a large school facility. Once we have received our charter, we will look for an office suite where the Director, Assistant Director, and a minimal staff can work. Personnel: Once the 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	<ul style="list-style-type: none"> <li>- Continue with computer equipment search</li> <li>- Determine exact facility needs and location</li> <li>- Put together job description and application for Director and Assistant Director</li> </ul>
October 2012	<ul style="list-style-type: none"> <li>- Begin Director and Assistant Director search (upon charter approval)</li> </ul>
November 2012	<ul style="list-style-type: none"> <li>- Advertise for Director and Assistant Director</li> <li>- Begin grant writing</li> <li>- Begin marketing</li> </ul>
December 2012	<ul style="list-style-type: none"> <li>- Begin facility search</li> </ul>
January 2013	<ul style="list-style-type: none"> <li>- Begin interviewing for Director and Assistant Director</li> </ul>
February 2013	<ul style="list-style-type: none"> <li>- Hire Director</li> </ul>
March 2013	<ul style="list-style-type: none"> <li>- Hire Assistant Director</li> </ul>
April 2013	<ul style="list-style-type: none"> <li>- Rent facility</li> <li>- Begin searching for teachers and other staff</li> </ul>
May 2013	<ul style="list-style-type: none"> <li>- Move into facility</li> <li>- Purchase computers</li> <li>- Purchase office equipment</li> <li>- Begin enrollment</li> </ul>
June - August 2013	<ul style="list-style-type: none"> <li>- Continue marketing and enrollment</li> <li>- Training for Administration and Teachers</li> </ul>

C. The anticipated opening date of the School is August 26, 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.

#### **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.

# Attachment A.3.2

## Attachment A.3.2

### Schedule of Courses

<b>Grade</b>	<b>Course Category</b>	<b>Course Name</b>	<b>Credits</b>
9	Language Arts	Writing A (Language Arts 9)	0.5
9	Language Arts	Writing B (Language Arts 9)	0.5
9	Leadership	Personal Leadership A	0.5
9	Leadership	Personal Leadership B	0.5
9	Health & Fitness	Fitness for Life	0.5
9	Health & Fitness	Independent PE	0.5
9	Math	Pre-algebra A	0.5
9	Math	Pre-algebra B	0.5
9	Science	Earth Science A	0.5
9	Science	Earth Science B	0.5
9	Social Studies	U.S. History A	0.5
9	Social Studies	U.S. History B	0.5
9	Technology	Educational Technology	0.5
10	Fine Arts	Film	0.5
10	Health & Fitness	Stability, Strength, and Power	0.5
10	Health & Fitness	Independent PE	0.5
10	Language Arts	American Literature A (Language Arts 10)	0.5
10	Language Arts	American Literature B (Language Arts 10)	0.5
10	Leadership	Social Leadership A	0.5
10	Leadership	Social Leadership B	0.5
10	Math	Algebra 1A	0.5
10	Math	Algebra 1B	0.5
10	Science	Biology A	0.5
10	Science	Biology B	0.5
10	Social Studies	Government & Economics A	0.5
10	Social Studies	Government & Economics B	0.5
11	Health & Fitness	Health 2	0.5
11	Language Arts	Political Literature (Language Arts 11)	0.5
11	Language Arts	Short Stories (Language Arts 11)	0.5
11	Leadership	College Leadership	0.5
11	Leadership	Financial Leadership	0.5
11	Math	Geometry A	0.5
11	Math	Geometry B	0.5
11	Science	Physics A	0.5
11	Science	Physics B	0.5
11	Social Studies	Geography & World Events	0.5
11	Social Studies	World History	0.5

### Schedule of Courses

<b>Grade</b>	<b>Course Category</b>	<b>Course Name</b>	<b>Credits</b>
12	Health & Fitness	Independent PE	0.5
12	Health & Fitness	Independent PE	0.5
12	Language Arts	World Literature A (Language Arts 12)	0.5
12	Language Arts	World Literature B (Language Arts 12)	0.5
12	Math	Algebra 2A	0.5
12	Math	Algebra 2B	0.5
12	Science	Chemistry A	0.5
12	Science	Chemistry B	0.5

### Electives and Substitute Courses

<b>Grade</b>	<b>Course Category</b>	<b>Course Name</b>	<b>Credits</b>
9	Language Arts	Writing Primer	0.5
9	Math	Pre-Algebra Prep	N/C
9 thru 12	Elective	Debate	0.5
9 thru 12	Elective	Public Speaking	0.5
9 thru 12	Elective	Study Skills	0.5
9 thru 12	Fine Arts	Guitar Revolution	0.5
9 thru 12	Fine Arts	Music Appreciation	0.5
9 thru 12	Fine Arts	Photography	0.5
9 thru 12	Fine Arts	Drawing	0.5
9 thru 12	Language Arts	Creative Writing	0.5
9 thru 12	Language Arts	Research & Writing	0.5
9 thru 12	Math	Euclidian Geometry A	0.5
9 thru 12	Math	Euclidian Geometry B	0.5
9 thru 12	Math	Pre-calculus A	0.5
9 thru 12	Math	Pre-calculus B	0.5
9 thru 12	World Languages	Spanish 1	0.5
9 thru 12	World Languages	Spanish 2	0.5
9 thru 12	World Languages	Spanish 3	0.5
9 thru 12	World Languages	English 1	0.5
9 thru 12	World Languages	English 2	0.5

# Attachment A.3.3

**Attachment A.3.3**

See Distance Education Courses Application for Williamsburg Educational Services, Inc.



# Attachment A.3.4

**Attachment A.3.4**

See Distance Education Courses Application for Williamsburg Educational Services, Inc.

# Attachment A.3.5

### Attachment A.3.5

#### Courses Required for Promotion

<b>Grade</b>	<b>Course Category</b>	<b>Course Name</b>	<b>Credits</b>
9	Language Arts	Writing A (Language Arts 9)	0.5
9	Language Arts	Writing B (Language Arts 9)	0.5
9	Leadership	Personal Leadership A	0.5
9	Leadership	Personal Leadership B	0.5
9	Health & Fitness	Fitness for Life	0.5
9	Health & Fitness	Independent PE	0.5
9	Math	Pre-algebra A	0.5
9	Math	Pre-algebra B	0.5
9	Science	Earth Science A	0.5
9	Science	Earth Science B	0.5
9	Social Studies	U.S. History A	0.5
9	Social Studies	U.S. History B	0.5
9	Technology	Educational Technology	0.5
10	Fine Arts	Film	0.5
10	Health & Fitness	Stability, Strength, and Power	0.5
10	Health & Fitness	Independent PE	0.5
10	Language Arts	American Literature A (Language Arts	0.5
10	Language Arts	American Literature B (Language Arts	0.5
10	Leadership	Social Leadership A	0.5
10	Leadership	Social Leadership B	0.5
10	Math	Algebra 1A	0.5
10	Math	Algebra 1B	0.5
10	Science	Biology A	0.5
10	Science	Biology B	0.5
10	Social Studies	Government & Economics A	0.5
10	Social Studies	Government & Economics B	0.5
11	Health & Fitness	Health 2	0.5
11	Language Arts	Political Literature (Language Arts 11)	0.5
11	Language Arts	Short Stories (Language Arts 11)	0.5
11	Leadership	College Leadership	0.5
11	Leadership	Financial Leadership	0.5
11	Math	Geometry A	0.5
11	Math	Geometry B	0.5
11	Science	Physics A	0.5
11	Science	Physics B	0.5
11	Social Studies	Geography & World Events	0.5
11	Social Studies	World History	0.5

**Schedule of Courses**

<b>Grade</b>	<b>Course Category</b>	<b>Course Name</b>	<b>Credits</b>
12	Health & Fitness	Independent PE	0.5
12	Health & Fitness	Independent PE	0.5
12	Language Arts	World Literature A (Language Arts 12)	0.5
12	Language Arts	World Literature B (Language Arts 12)	0.5
12	Math	Algebra 2A	0.5
12	Math	Algebra 2B	0.5
12	Science	Chemistry A	0.5
12	Science	Chemistry B	0.5

# Attachment A.3.6

**Attachment A.3.6**  
Sample Daily Schedule  
Grade 9

**FALL SEMESTER**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM	L: Personal Leadership	GS: Personal Leadership	L: Leadership	GS: Personal Leadership	L: Leadership
8:00 AM			GS: Personal Leadership		GS: Personal Leadership
8:30 AM			GS: Personal Leadership		GS: Personal Leadership
9:00 AM	GS: Earth Science	L: Earth Science	GS: Earth Science	GS: Earth Science	GS: Earth Science
9:30 AM			GS: Earth Science	GS: Earth Science	GS: Earth Science
10:00 AM	GS: Study Skills		GS: Study Skills	GS: Study Skills	GS: Study Skills
10:30 AM	Lunch	Lunch	Lunch	Lunch	Lunch
11:00 AM	GS: Writing	L: Writing	GS: Writing	L: Writing	GS: Writing
11:30 AM		GS: US Hist	L: Study Skills		
12:00 PM				L: Pre-Algebra	
12:30 PM		GS: Pre-Algebra	GS: Pre-Algebra	GS: Pre-Algebra	
1:00 PM	L: Education Tech	GS: Education Tech	L: US Hist	GS: Writing	GS: Education Tech
1:30 PM		GS: Education Tech		GS: Writing	GS: Education Tech
2:00 PM		GS: US Hist	GS: US Hist	GS: US Hist	GS: US Hist
2:30 PM	GS: US Hist	GS: US Hist	GS: US Hist	GS: US Hist	GS: US Hist
3:00 PM				GS: US Hist	GS: US Hist
3:30 PM	GS: US Hist	GS: US Hist	GS: US Hist	GS: US Hist	GS: US Hist
<b>Minutes/Day</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>

**WINTER SEMESTER**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM	L: Personal Leadership	GS: Personal Leadership	L: Leadership	GS: Personal Leadership	L: Leadership
8:00 AM			GS: Personal Leadership		GS: Personal Leadership
8:30 AM			GS: Personal Leadership		GS: Personal Leadership
9:00 AM	GS: Earth Science	L: Earth Science	GS: Earth Science	GS: Earth Science	GS: Earth Science
9:30 AM			GS: Earth Science	GS: Earth Science	GS: Earth Science
10:00 AM	GS: Music App		GS: Music App	GS: Music App	GS: Music App
10:30 AM	Lunch	Lunch	Lunch	Lunch	Lunch
11:00 AM	GS: Writing	L: Writing	GS: Writing	L: Writing	GS: Writing
11:30 AM		GS: US Hist	L: Music Appreciation		
12:00 PM				L: Pre-Algebra	
12:30 PM		GS: Pre-Algebra	GS: Pre-Algebra	GS: Pre-Algebra	
1:00 PM	GS: US Hist	GS: US Hist	L: US Hist	GS: US Hist	GS: US Hist
1:30 PM		GS: US Hist		GS: US Hist	GS: US Hist
2:00 PM		Independent PE	Independent PE	GS: US Hist	PE - Fitness for Life
2:30 PM	Independent PE	Independent PE	PE - Fitness for Life		PE - Fitness for Life
3:00 PM	Independent PE	Independent PE	GS: US Hist	PE - Fitness for Life	PE - Fitness for Life
3:30 PM					
<b>Minutes/Day</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>

L: Lecture GS: Guided Study
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**Attachment A.3.6**  
Sample Daily Schedule  
Grade 10

**FALL SEMESTER**

Time	Monday	Tuesday	Wednesday	Thursday	Friday		
7:30 AM	GS: Government & Economics	L: Algebra 1	GS: Gov & Econ	GS: Gov & Econ	GS: Gov & Econ		
8:00 AM			GS: American Lit	GS: American Literature	GS: American Lit		
8:30 AM			L: Gov & Econ		L: Gov & Econ	L: Gov & Econ	
9:00 AM	GS: Gov & Econ	L: American Literature			L: American Literature		
9:30 AM	L: American Lit	GS: American Lit	L: American Literature	GS: Biology	GS: Biology		
10:00 AM	GS: Social Leadership	L: Biology	GS: Biology			Lunch	GS: Algebra 1
10:30 AM			GS: Algebra 1	GS: Social Leadership	L: Leadership		
11:00 AM			L: Leadership			GS: Biology	L: Leadership
11:30 AM	L: Social Leadership	GS: Algebra 1	GS: Biology	GS: Spanish 1	GS: Spanish 1		
12:00 PM			GS: Spanish 1			GS: Spanish 1	
12:30 PM	Lunch	Lunch	Lunch	GS: Spanish 1	GS: Spanish 1		
1:00 PM	L: Social Leadership	GS: Algebra 1	L: Leadership			Independent PE	Independent PE
1:30 PM			GS: Biology				
2:00 PM	GS: Spanish 1	L: PE-Stab, Strength, & Pow	GS: PE-Stab, Strength, & Power	Independent PE	Independent PE		
2:30 PM			GS: PE-Stab, Strength, & Power				
3:00 PM	GS:PE-S, S, & P	Strength, & Pow	Strength, & Power	Independent PE	Independent PE		
3:30 PM							
<b>Minutes/Day</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>		

**WINTER SEMESTER**

Time	Monday	Tuesday	Wednesday	Thursday	Friday		
7:30 AM	GS: Government & Economics	L: Algebra 1	GS: Gov & Econ	GS: Gov & Econ	GS: Gov & Econ		
8:00 AM			GS: American Lit	GS: American Literature	GS: American Lit		
8:30 AM			L: Gov & Econ		L: Gov & Econ	L: Gov & Econ	
9:00 AM	GS: Gov & Econ	L: American Literature			L: American Literature		
9:30 AM	L: American Literature	GS: American Lit	L: American Literature	GS: Biology	GS: Biology		
10:00 AM	GS: Social Leadership	L: Biology	GS: Biology			Lunch	Lunch
10:30 AM			GS: Algebra 1	GS: Social Leadership	L: Leadership		
11:00 AM			L: Leadership			GS: Algebra 1	L: Leadership
11:30 AM	L: Social Leadership	GS: Algebra 1	GS: Algebra 1	GS: Research & Writing	GS: Research & Writing		
12:00 PM			L: Research & Writing			GS: Research & Writing	
12:30 PM	Lunch	Lunch	Lunch	GS: Research & Writing	GS: Research & Writing		
1:00 PM	L: Social Leadership	GS: Algebra 1	L: Leadership			GS: Film	GS: Biology
1:30 PM			GS: Algebra 1				
2:00 PM	GS: Research & Writing	L: Research & Writing	GS: Research & Writing	GS: Film	GS: Biology		
2:30 PM			GS: Film			L: Film	
3:00 PM	L: Film	GS: Film	L: Film	GS: Film	GS: Biology		
3:30 PM							
<b>Minutes/Day</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>		

L: Lecture GS: Guided Study
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**Attachment A.3.6**  
Sample Daily Schedule  
Grade 11

**FALL SEMESTER**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM	GS: Geometry	L: Geometry	GS: Geometry	GS: Geometry	GS: Geometry
8:00 AM			GS: Physics	GS: Physics	GS: Physics
8:30 AM	GS: Political Lit			GS: Political Lit	L: Physics
9:00 AM		L: Political Lit	GS: Political Lit		
9:30 AM	L: Geography & World Events			GS: Geography & World Events	L: Geography & World Events
10:00 AM		GS: Geo & WE	GS: Geo & WE		
10:30 AM	Lunch			Lunch	Lunch
11:00 AM		L: College Leadership	GS: College Leadership		
11:30 AM	GS: Geo & WE			GS: Geo & WE	GS: Geo & WE
12:00 PM		GS: Political Lit	GS: Political Literature		
12:30 PM	GS: Health 2			L: Health 2	L: Health 2
1:00 PM		GS: Health 2	L: Health 2		
1:30 PM	GS: Health 2			L: Health 2	L: Health 2
2:00 PM		GS: Health 2	L: Health 2		
2:30 PM	GS: Health 2			L: Health 2	L: Health 2
3:00 PM		GS: Health 2	L: Health 2		
3:30 PM	GS: Health 2			L: Health 2	L: Health 2
<b>Minutes/Day</b>		<b>480</b>	<b>480</b>		

**WINTER SEMESTER**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM	GS: Geometry	L: Geometry	GS: Geometry	GS: Geometry	GS: Geometry
8:00 AM			GS: Physics	GS: Physics	GS: Physics
8:30 AM	GS: Short Stories			GS: Short Stories	L: Physics
9:00 AM		L: Short Stories	GS: Short Stories		
9:30 AM	L: World History			GS: World Hist	L: World History
10:00 AM		GS: World Hist	GS: World Hist		
10:30 AM	Lunch			Lunch	Lunch
11:00 AM		L: Financial Leadership	GS: Financial Leadership		
11:30 AM	GS: Short Stories			GS: Short Stories	GS: Short Stories
12:00 PM		GS: Spanish 2	GS: Spanish 2		
12:30 PM	GS: Spanish 2			GS: Spanish 2	GS: Spanish 2
1:00 PM		GS: Spanish 2	GS: Spanish 2		
1:30 PM	GS: Spanish 2			GS: Spanish 2	GS: Spanish 2
2:00 PM		GS: Spanish 2	GS: Spanish 2		
2:30 PM	GS: Spanish 2			GS: Spanish 2	GS: Spanish 2
3:00 PM		GS: Spanish 2	GS: Spanish 2		
3:30 PM	GS: Spanish 2			GS: Spanish 2	GS: Spanish 2
<b>Minutes/Day</b>		<b>480</b>	<b>480</b>		

L: Lecture  
GS: Guided Study

**Attachment A.3.6**  
**Sample Daily Schedule**  
**Grade 12**

**FALL SEMESTER**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:30 AM	GS: Algebra 2	L: Algebra 2	GS: Algebra 2	GS: Algebra 2	GS: Algebra 2
8:00 AM					
8:30 AM					
9:00 AM	GS: Spanish 3	GS: Spanish 3	GS: Spanish 3	GS: Spanish 3	GS: Spanish 3
9:30 AM					
10:00 AM	L: World Literature	GS: World Literature	L: World Literature	GS: World Literature	L: World Literature
10:30 AM					
11:00 AM	GS: World Literature	GS: Chemistry	GS: Chemistry	L: Chemistry	GS: Chemistry
11:30 AM					
12:00 PM					
12:30 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 PM	GS: Creative Writing	L: Creative Writing	GS: Creative Writing	L: Creative Writing	GS: Creative Writing
1:30 PM					
2:00 PM	GS: World Literature	GS: World Literature	GS: World Literature	GS: World Literature	
2:30 PM					
3:00 PM	GS: Public Speaking	Independent PE	L: Public Speaking	Independent PE	GS: Public Speaking
3:30 PM					
<b>Minutes/Day</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>

**WINTER SEMESTER**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:30 AM	GS: Algebra 2	L: Algebra 2	GS: Algebra 2	GS: Algebra 2	GS: Algebra 2
8:00 AM					
8:30 AM					
9:00 AM	GS: Drawing	GS: Drawing	L: Drawing	GS: Drawing	GS: Drawing
9:30 AM					
10:00 AM	L: World Literature	GS: World Literature	L: World Literature	GS: World Literature	L: World Literature
10:30 AM					
11:00 AM	GS: World Literature	GS: Chemistry	GS: Chemistry	L: Chemistry	GS: Chemistry
11:30 AM					
12:00 PM					
12:30 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 PM	GS: Guitar Revolution	L: Photography	GS: Guitar Revolution	GS: Photography	GS: Guitar Rev
1:30 PM					GS: Photography
2:00 PM	GS: World Literature	GS: World Literature	GS: World Literature	GS: World Literature	GS: World Literature
2:30 PM					
3:00 PM	GS: Debate	Independent PE	L: Debate	Independent PE	GS: Debate
3:30 PM					
<b>Minutes/Day</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>

L: Lecture GS: Guided Study
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# Attachment A.3.7

**Attachment A.3.7**

**Leadership Academy of Nevada Diploma Requirements**

Graduation Requirements	Credits Required for Graduation from Leadership Academy of Nevada	Leadership Academy of Nevada Courses that Meet This Graduation Requirement
English	4	Writing A, 0.5 Writing B, 0.5 American Lit A, 0.5 American Lit B, 0.5 Political Lit, 0.5 Short Stories, 0.5 World Lit A, 0.5 World Lit B, 0.5 Creative Writing, 0.5 Writing Primer, 0.5 Research & Writing, 0.5
Math	3	Algebra 1A, 0.5 Algebra 1B, 0.5 Geometry A, 0.5 Geometry B, 0.5 Euclidian Geometry A, 0.5 Euclidian Geometry B, 0.5 Algebra 2A, 0.5 Algebra 2B, 0.5 Pre-calculus A, 0.5 Pre-calculus B, 0.5
Science	2	Earth Science A, 0.5 Earth Science B, 0.5 Biology A, 0.5 Biology B, 0.5 Physics A, 0.5 Physics B, 0.5 Chemistry A, 0.5 Chemistry B, 0.5
Social Studies	2	U.S. History A, 0.5 U.S. History B, 0.5 Government & Econ A, 0.5 Government & Econ B, 0.5 World History, 0.5 Geography & World Events, 0.5
Arts & Humanities or Career & Technical Ed.	1	Film, 0.5 Photography, 0.5 Guitar Revolution, 0.5 Music Appreciation, 0.5 Drawing, 0.5

Health	0.5	Mind & Body Stewardship (Health 2), 0.5
Physical Education	2	Fitness for Life, 0.5 Stability, Strength & Power, 0.5 Independent PE, 0.5 Independent PE, 0.5
Computers	0.5	Educational Technology, 0.5
Electives	4.5	Debate, 0.5 Public Speaking, 0.5 Study Skills, 0.25 Spanish 1, 0.5 Spanish 2, 0.5 Spanish 3, 0.5 English Second Lang 1, 0.5 English Second Lang 2, 0.5 All non-elective courses can also count as electives
Leadership	3	Personal Leadership A, 0.5 Personal Leadership B, 0.5 Social Leadership A, 0.5 Social Leadership B, 0.5 College Leadership, 0.5 Financial Leadership, 0.5
Total	22.5	

Note: Leadership Academy of Nevada graduation requirements substitute 3 credits of leadership in place of 3 credits of electives. This helps us accomplish our mission of training young leaders. We would rather substitute leadership than add it as an additional graduation requirement because it will keep the total number of credits the same as other schools in Nevada.

Leadership credit policy: students who enroll at Leadership Academy of Nevada in grades 9 or 10 are required to earn 3 credits of leadership to graduate. Students who enroll at Leadership Academy of Nevada beginning in grade 11 are required to earn 2 credits of leadership; those who enroll in grade 12 are required to earn 1 credit of leadership.

# Attachment A.3.8

# Leadership Academy OF NEVADA

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**MO FARRAH**

*has diligently completed all requirements for a high school diploma and is hereby recognized  
as a graduate of Leadership Academy of Nevada*

In witness of this achievement, the official signatures of the school officers are affixed

this 29th day of MARCH TWO THOUSAND AND TWELVE

LAS VEGAS, NEVADA

STEVE PREFONTAIN,  
Director

ERIC LIDDELL,  
Board Member

# Attachment A.3.9



# Leadership Academy OF NEVADA

## Official Transcript

This transcript is official when signed and sealed below.

**Student Information:**

**Roger Bannister**

123 Test St.

Some City, ST 12345

(123) 456-7890

Birth date: 01/02/2003

**School Information:**

Leadership Academy

32 E. 100 S. Suite 204

St. George, UT 84770

[\(602\) 345-1514](tel:6023451514)

registrar@wacademy.org

Institution Credit						
FALL 2010						
Course	Description	Division	Mentor	Credits	Grade	
SSWHGA	World History & Geography a	OL	Jensen	0.5	A	
Fall 2010 GPA: 4.00						
WINTER 2011						
Course	Description	Division	Mentor	Credits	Grade	
LAAmPL	Writing & American Political Literature	OL	Ure	0.5	C+	
Winter 2011 GPA: 2.30						
SUMMER 2011						
Course	Description	Division	Mentor	Credits	Grade	
SCBioB	Biology b	OL	Rees	0.5	A	
SSGWE	Geography & World Events	OL	Hailstone	0.5	B+	
Winter 2012 GPA: 3.77						
<b>Cumulative GPA: 3.68</b>						
Transcript Totals						
		Earned Hrs	GPA Hrs	GPA		
TOTAL INSTITUTION	9.5	9	3.68			
TOTAL TRANSFER	3	-	-			
OVERALL	12.5	9	3.68			

Official certifying this transcript:

.....  
Name

Title

.....  
Signature

.....  
Date

Official Seal

# Attachment A.3.11

**Attachment A.3.11**

See Distance Education Courses Application for Williamsburg Educational Services, Inc.

# Attachment A.4.1

**Attachment A.4.1**  
**Assessment Plan**

<b>Grade</b>	<b>Assessment</b>	<b>Date / Windows</b>			
6	CRT	150th Day of Instruction +/- 10 Days (Mar. 3 - 28)			
7	CRT	150th Day of Instruction +/- 10 Days (Mar. 3 - 28)			
8	CRT	150th Day of Instruction +/- 10 Days (Mar. 3 - 28)			
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		
11	ACT			Apr. 12	
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
12	ACT			Sept. - Apr.	

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.4.8

**Attachment A.4.8**

<b>Outcome</b>	<b>How We Define Success</b>	<b>How We Measure Success</b>
Learn & Understand	Students will learn and understand at least 70% of the knowledge outcomes in every course.	<p>Every course has at least one assignment type that measures content knowledge. The grading rubric we use for every assignment that measures content knowledge is:</p> <p style="padding-left: 40px;">Honors: 10 High Pass: 9 Pass: 8 Low Pass: 7 Do Again: 0</p> <p>Students must achieve 70% or above to pass an assignment and a course.</p> <p>Assignment types that measure content knowledge include:</p> <ul style="list-style-type: none"> <li>- Oral, Written and Project-based Assignments, Quizzes &amp; Exams</li> <li>- Study Guides</li> <li>- Reading Guides</li> <li>- Journal</li> </ul>
Think	Students will be able to analyze, critique and defend a position.	<ul style="list-style-type: none"> <li>- Debate Discussions</li> <li>- Study Guides</li> <li>- Math &amp; Science Treatises</li> <li>- Student Presentations</li> <li>- Oral, Written and Project-based Assessments</li> <li>- Simulations</li> <li>- Essays</li> </ul>
Apply	Students will apply academic knowledge and skills to their personal lives and leadership.	<ul style="list-style-type: none"> <li>- Oral, Written and Project-based Assessments</li> <li>- Socratic Discussions</li> </ul>
Historical Context	Students will be able to examine ideas in their historical context.	<ul style="list-style-type: none"> <li>- Math &amp; Science Treatises</li> <li>- Historical Presentations</li> </ul>



<b>Outcome</b>	<b>How We Define Success</b>	<b>How We Measure Success</b>
Actively Read	Students will be able to outline the structural form of a reading, identify and interpret the author's arguments and messages and thoughtfully critique them.	- Reading Guides
Conceptualize	Students will be able to conceptualize and reorganize information into new patterns.	- Diagrams - Creative Works - Student Presentations
Commit	Students will make and keep commitments.	- Student Accountability Reports - Pod Meetings with Mentor
Manage Time & Energy	Students will be able to manage their time and energy effectively.	- Student Accountability Reports - Pod Meetings with Mentor
Assimilate	Students will be able to assimilate relevant data from masses of information.	- Study Guides - Diagrams - Student Presentations
College	Students will identify, prepare for and be admitted to the college program right for them.	- College Leadership Project
Respect	Students will treat others with humility and humanity.	- Simulations - Group Projects - Socratic Discussions - Debate Discussions - Primer Discussions
Relationships	Students will identify, improve and develop key relationships in their lives.	- Social Leadership A
Serve	Students will use their time and energy for the benefit of others.	- Social Leadership B - Encouragement Discussions
Understand & Empathize	Students will understand and empathize with viewpoints and worldviews different from their own.	- Debate Discussions
Build	Students will build others because they want them to succeed. Students will build themselves by doing hard things.	- Social Leadership B

# Attachment A.4.9

**Attachment A.4.9**  
**Measuring Student Improvement**

What We Measure	How We Measure It
ACT / SAT, CRT and HSPE scores	Results from ACT / SAT, CRT, HSPE
College admissions	Graduate interviews
Course completion	Generated SIS reports each semester
Student leadership progress, per parents' opinions	Parent surveys
Student leadership progress, per students' opinions	Student surveys
Parent satisfaction	Parent surveys
Student satisfaction	Student surveys
Student involvement in community	<ul style="list-style-type: none"> <li>- Participation in leadership and class pods</li> <li>- Participation in class discussion and posting boards</li> <li>- Participation in school activities and events (whether electronically or physically)</li> </ul>
Student personal development and responsibility	<ul style="list-style-type: none"> <li>- Awareness of and respect of others</li> <li>- Ability to work alone and in teams</li> <li>- Consistency of academic work</li> <li>- Perseverance in difficult tasks</li> <li>- Accept personal responsibility</li> </ul>
Student patterns and abilities	<ul style="list-style-type: none"> <li>- Daily class participation</li> <li>- Timely class arrival and departure</li> <li>- Proper balance of school responsibilities with other demands (personal, family, social)</li> <li>- Effective use of technology</li> <li>- Intelligible multimedia presentations</li> <li>- Attention to laws of physical, emotional, and social health</li> </ul>
Meet high expectations of behavior and performance	<ul style="list-style-type: none"> <li>- Interact maturely with others</li> <li>- Proper courtesy for mentors, fellow students, parents, staff, and administration</li> <li>- Conduct themselves with integrity</li> <li>- Present best effort in assignments and participation</li> <li>- Be focused and engaged during class time</li> </ul>

# Attachment A.5.1

## Attachment A.5.1

### Calendar for 2013-14 School Year

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>School Days</b>	<b>Accumulated School Days</b>	<b>Important Days</b>
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August - September 2013	26	27	28	29	30	5	5	First Day of Sem: 08/27/13
	<b>DH-2</b>	3	4	5	6	4	9	Labor Day: 09/02/13
	9	10	11	12	13	5	14	
	16	17	18	19	20	5	19	Count Day: 09/20/13
School Month 1							19 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							39 Days Total	

October - November 2013	21	22	23	24	<b>DH-25</b>	4	4	Nevada Day: 10/25/13
	28	29	30	31	1	5	9	
	4	5	6	7	8	5	14	
	<b>DH-11</b>	12	13	14	15	4	18	Veteran's Day: 11/11/13
School Month 3							57 Days Total	

November - December 2013	18	19	20	<b>DH-21</b>	<b>DH-22</b>	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	
	9	10	11	12	13	5	18	Last Day of Sem: 12/13/13
School Month 4							75 Days Total	

December 2013 - January 2014	<b>WB-16</b>	<b>WB-17</b>	<b>WB-18</b>	<b>WB-19</b>	<b>WB-20</b>	0	0	Winter Break: 12/16/13
	<b>WB-23</b>	<b>WB-24</b>	<b>WB-25</b>	<b>WB-26</b>	<b>WB-27</b>	0	0	New Year's Day: 01/01/14
	<b>WB-30</b>	<b>WB-31</b>	<b>DH-1</b>	2	3	2	2	First Day of Sem: 01/02/14
	6	7	8	9	10	5	7	
School Month 5							82 Days Total	

January - February 2014	13	14	15	16	17	5	5	
	<b>DH-20</b>	21	22	23	24	4	9	MLK Day: 01/20/14
	27	28	29	30	31	5	14	
	3	4	5	6	7	5	19	
School Month 6							101 Days Total	

## Attachment A.5.1

### Calendar for 2013-14 School Year

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>School Days</b>	<b>Accumulated School Days</b>	<b>Important Days</b>
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February -	10	11	12	13	14	5	5		
March	<b>DH-17</b>	18	19	20	21	4	9	President's Day: 02/17/14	
2014	24	25	26	27	28	5	14		
	3	4	5	6	7	5	19		
School Month 7							120 Days Total		

March -	10	11	12	13	14	5	5		
April	17	18	19	20	21	5	10		
2014	24	25	26	27	28	5	15		
	31	1	2	3	4	5	20		
School Month 8							140 Days Total		

April -	7	8	9	10	11	5	5		
May	<b>SB-14</b>	<b>SB-15</b>	<b>SB-16</b>	<b>SB-17</b>	<b>SB-18</b>	0	5	Sp Bk: 04/14/14 - 04/18/14	
2014	21	22	23	24	25	5	10		
	28	29	30	1	2	3	13	Last Day of Sem: 05/02/14	
School Month 9							153 Days Total		

May	<b>CD-5</b>	<b>CD-6</b>	<b>CD-7</b>	<b>CD-8</b>	9	0	0		
2014									
School Month 10							153 Days Total		

26-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
2-May-14	Last Day of Winter Semester

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 semesters that are 16 weeks each. The total number of days for each school year is 153 (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: 510

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.6.3

### Attachment A.6.3

#### Code of Conduct

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

Our students agree to continually strive to improve their habits, practice their leadership, deepen their scholarship, attend class, and go outside their comfort zone to learn.

At Leadership Academy of Nevada, we believe that principled leaders strive for elevated ethics; therefore, our students:

- Build - I build others because I want them to succeed. I build myself by doing hard things.
- Serve - I use my time and energy for the benefit of others.
- Go First - I am a leader. Leadership is making and keeping commitments.
- Respect - I treat others with humility and humanity.

The following rules apply:

- Students will not plagiarize, cheat, or otherwise accept credit for something for which they deserve no credit.
- Students will not engage in sexual conversation or harassment with each other.
- Students will not engage in cyberbullying. Cyberbullying is when a preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another preteen or teen using the Internet, interactive and digital technologies or mobile phones. We take cyber-bullying seriously. Students will not engage in any violent or improper manner while attending all School events: whether physically or online.

If allegations arise about plagiarizing, cheating or other dishonesty, sexual conversations or harassment, cyber-bullying, violence, or any other improper behavior we will follow this process:

1. The Mentor or other staff reports all evidence of potentially wrongful activity to the Director.
2. The Director emails and/or calls student's parents.
3. The Director confronts the student with the evidence.
4. The Director and student's parents agree on a course of action and follow Nevada state regulations.

Possible courses of action include: writing apology letters to those affected, failing an exam, failing a class, failing for the entire semester, being expelled from school.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Prohibited Conduct**

Committing, participating in, or unlawfully attempting any of the following activities or acts in school buildings and on school property is prohibited and may constitute cause for disciplinary action. In addition, students at school-sponsored, off-campus events, and those using charter-school-sponsored transportation shall be governed by the policies, rules, regulations, and procedures established in this manual. Any criminal act shall be reported at once to the local police or sheriff's office. The student's parent(s) or guardian(s) shall also be notified if possible. The school will take disciplinary action, whether or not criminal charges result.

Examples of criminal offenses (as defined in applicable statutes or ordinances) and violations of local, state or federal laws shall be enforced on school properties or at activities sponsored by the charter school are shown below:

1. ALCOHOL: The possession of, sales, and furnishing alcoholic beverages.
2. ARSON: The intentional setting of fire.
3. ASSAULT: Physical or verbal threats with the intent and the ability to carry through with same.
4. BATTERY: An unconsented-to touching or application of force to another person.
5. BOMB THREAT/FALSE: Willfully conveying by mail, written notes, telephone, telegraph, radio, or any other means of communication, any threat knowing it to be false.
6. BURGLARY: Illegal entry with the intent to commit a crime.
7. DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another.
8. DISTURBING THE PEACE: Maliciously and willfully disturbing the peace of any person; maliciously and willfully interfering with or disturbing persons in the school.
9. EXPLOSIVE DEVICES: The possession of explosive or incendiary devices.
10. FALSE FIRE ALARMS: False reporting of, or transmission of, signal knowing same to be false.
11. FIREWORKS: The possession of, sales, furnishing, use or discharge of fireworks.
12. INDECENT EXPOSURE: An open indecent or obscene exposure of his person or the person of another
13. LARCENY: Stealing, taking, carrying away property of another.
14. LIBEL: A malicious defamation expressed to impeach a person's honesty, integrity, virtue, or reputation.
15. MARIJUANA: The possession of, sales or furnishing marijuana.
16. NARCOTICS: The possession of, sales or furnishing a controlled substance.
17. NARCOTICS PARAPHERNALIA: The possession of, sales, furnishing or use of.
18. PROFANITY: Use of vile or indecent language.
19. RESISTING OFFICER: Willfully resisting, delaying or obstructing an officer in the performance of duty.
20. ROBBERY: The unlawful taking of personal property from the person of another or in his/her presence, against his/her will, by means of force or violence or fear of injury.
21. ROUT/RIOT: Two or more persons meeting to do an unlawful act/two or more persons actually doing an unlawful act with or without a common cause of quarrel.

22. **STOLEN PROPERTY:** Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained.
23. **TAMPERING WITH MOTOR VEHICLES:** Willfully break, injure, tamper, remove parts, deface a vehicle; without consent of owner, climb into or upon a vehicle with intent to injure; to manipulate any levers while vehicle is at rest or unattended or to set vehicle in motion.
24. **THROWING SUBSTANCE AT VEHICLE:** To throw any stone, rock, missile or any substance at any motorbus, truck or other motor vehicle.
25. **TRESPASS:** To be upon the property of another without permission of the owner and to stay upon same after warning. To be on school property or at a school function while under suspension from school.
26. **WEAPONS:**
  - a. Brandishing any knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other deadly weapon in a rude, angry or threatening manner or to use same in any fight or quarrel.
  - b. Concealed - it is unlawful for any person to carry any weapon commonly known as a knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other dangerous weapon. For the purpose of this section, nunchaku are included herein.
  - c. Possession - it is unlawful for any person to possess any weapon commonly known as a knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other dangerous weapon.
27. Violation of other federal or state criminal laws or local ordinances at school, at school-sponsored activities or on school-sponsored transportation is prohibited.

## Charter School Offenses

The following non-criminal activities may also lead to disciplinary action. Generally, these are acts that disrupt and interfere with the educational process or with the rights of other members of the educational community.

1. ALCOHOL: The possession of, sales, and furnishing alcoholic beverages.
2. ARSON: The intentional setting of fire.
3. ASSAULT: Physical or verbal threats with the intent and the ability to carry through with same.
1. ALCOHOLIC BEVERAGES: Being on campus, on school-sponsored transportation or at a school-sponsored activity after having consumed an alcoholic beverage.
2. DISOBEDIENCE, INSOLENT AND INSUBORDINATION: Students must obey the instructions of school personnel.
3. DISRUPTIVE CONDUCT: Conduct that interferes with the educational process. Serious situations may be handled under criminal sanctions.
4. FIGHTING.
5. FORGING OR USING FORGED PASSES, EXCUSES, OR OTHER SCHOOL DOCUMENTS.
6. GUM CHEWING AND EATING FOOD AT INAPPROPRIATE TIMES OR IN INAPPROPRIATE PLACES AS DETERMINED BY THE ADMINISTRATOR.
7. HAZING: Any act that forces another student to undergo a humiliating or abusive ordeal, as in initiations.
8. ILLEGAL SUBSTANCE: Being on campus, on school-sponsored transportation or at a school-sponsored activity after having used an illegal substance.
9. INAPPROPRIATE DRESS AND APPEARANCE: Dress and appearance must not present potential health or safety problems or cause disruptions.
10. MISCONDUCT ON SCHOOL VEHICLES: Any action that creates a safety hazard or distracts the attention of the driver.
11. PLAGIARISM AND CHEATING.
12. POSSESSION AND USE OF TOBACCO, CIGARETTES, CHEW, ETC., ON SCHOOL PROPERTY OR AT A SCHOOL-SPONSORED ACTIVITY.
13. RADIO PAGERS (BEEPERS) AND PORTABLE PHONES: Students may possess or use electronic signaling devices, including but not limited to pagers, beepers, and cellular/digital telephones, provided that the use of such devices is confined to areas outside school buildings—before and/or after school hours or during lunch break. Electronic signaling devices shall not be carried into classrooms during assessments, semester exams or other testing situations. Inside school buildings and during the school day, electronic signaling devices shall be in the “off” position at all times. Electronic signaling devices should be stored in the student’s locker, if possible. When not possible, the electronic signaling devices may be carried in the “off” position in the student’s backpack or other carry item. Outside of the school instructional hours or during school activities, electronic signaling devices may be carried in the “vibrate” or “silent ringer” notification mode.

14. **SEXUAL HARASSMENT:** A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any charter school educational program or activity as guaranteed by Title IX of the Educational Amendments of 1972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of the school or by a student of the school. No student shall be denied or limited to the provision of aid, benefits, services or treatment protected under Title IX.
15. **SPREADING FALSE OR UNSUBSTANTIATED INFORMATION IN WRITING OR VERBALLY ABOUT A PERSON AND HARMING HIS/HER REPUTATION.**
16. **TRAFFIC VIOLATIONS ON SCHOOL GROUNDS.**
17. **TRUANCY:** Being absent from school without a valid excuse acceptable to the administrator.
18. **GANG ACTIVITY:** As set forth in the section of this manual titled GANGS AND GANG ACTIVITY 557.

## Consequences

### First Offense:

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- The policy shall be reviewed with this student and his/her parent/legal guardian.
- A warning shall be given regarding the consequence(s) for any future violation of the policy.

### Second Offense:

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for “administrative insubordination” or “disregard for school rules.”
- The policy shall be again reviewed with this student and his/her parent/legal guardian.
- A further warning shall be given regarding the consequence(s) for any future violation of the policy.

### Third Offense:

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for second offense for “administrative insubordination” or “disregard for school rules.”
- Electronic signaling device privileges shall be revoked for a period of 90 school days.
- The policy shall be again reviewed with this student and his/her parent/legal guardian.
- A further warning shall be given regarding the consequence(s) for any future violation of the policy.

### Fourth Offense:

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for third offense for “administrative insubordination” or “disregard for school rules.”
- Electronic signaling device privileges shall be revoked for remainder of student’s school career.

Appeals: A parent or legal guardian shall have the right of appeal to the administrator or his/her designee regarding fourth offenses. Said request for appeal shall be submitted in writing directly to the administrator within ten (10) working days after the determination of a fourth offense.

Legal Reference: NRS 392.464

# 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 trancies. 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; and
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.

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Attachment A.7.2

## Attachment A.7.2

### A. Community Demographic Information:

Online education is growing quickly throughout the U.S. and in Nevada. For example, Dan Lips and Steven B. Miller of the Nevada Policy Research Institute report that: "Virtual charter schools throughout the state during the 2009-10 school year had a combined enrollment of 5,950 students in total — a 76 percent increase from the 3,377 students of 2008-09, which itself was a 40 percent increase over the previous fiscal year. (*Transforming Education in Nevada Through High-Quality Digital Learning*, Lips and Miller, 2011, [http://www.npri.org/docLib/20110912\\_Digital\\_Learning\\_report.pdf](http://www.npri.org/docLib/20110912_Digital_Learning_report.pdf))

### B. Documentation of Community or Family Demand for Leadership Academy of Nevada

In order to generate awareness of Leadership Academy of Nevada, we determined that one of our goals would be to create an informative and user-friendly website where families have the opportunity to learn about our mission, philosophy, methods, and curriculum. Eleven days ago we began that process. We developed a landing page wherein interested persons could sign up to receive email updates for the school. In just this short period of time, we have already received 20 requests from families and interest is growing every day. Our landing page and future website is: [www.leadershipacademynv.org](http://www.leadershipacademynv.org)

### C. Enrollment Data from Schools Currently Operating in the Community

It is also easy to see that individual distance education charter schools in Nevada are thriving. For example, after starting in 2007, Nevada Connections Academy reported 1,563 students in 2010-11. Nevada Virtual Academy, Odyssey Charter Schools, and Silver State Charter School are also growing. (ibid. p. 10)

# Attachment A.7.4



#### **Attachment A.7.4**

The following methods will be used to generate awareness and enroll students:

- We will create an informative and user-friendly website. On the site families will be able to learn about the philosophy, mission, methods, and curriculum of the school. They will also be able to email us with questions, and sign up for email updates.
- We will create a Facebook page for Leadership Academy of Nevada and update it regularly. There will be a link from Facebook back to our website.
- Once the Director is hired, he will hold free weekly information webinars. People will be able to sign up for the webinars on our website.
- The Director will also be available via phone and online chat to meet potential parents and/or students to help them determine whether the school is right for them.
- The Director will also conduct informal in-person meetings for small groups of potential parents and students, hosted at the homes of some of the Board Members, RISE Education Resource Center, and other community facilities.
- Williamsburg Educational Services will provide email marketing, including tracking leads, so that the Director can follow up with them.
- The Director will approach charter schools that only offer courses up to 8th grade, and establish a relationship with them and the families who are seeking a different charter school for grades 9 through 12.
- Many of the Board Members are connected to the homeschool community in Nevada and will dispatch information through local homeschool organizations.

# Attachment A.8.5

**NEVADA DEPARTMENT OF EDUCATION  
Charter School Application**


**INSTRUCTIONS**

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

**POLICY ASSURANCES**

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

- Confidentiality (34 CFR 300.611-300.625, 34 CFR Part 99)
- Transmittal of Records (34 CFR 300.323; NAC 388.261)
- Procedural Safeguards (34 CFR 300.300, 300.503, 300.504, 300.505; NAC 388.300)
- Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; NAC 388.315)
- Surrogate Parents (34 CFR 300.519; NAC 388.283)
- Child Find Process (34 CFR 300.111; NAC 388.215, 388.292)
- Evaluation / Reevaluation / Eligibility (34 CFR 300.301, 300.303, 300.305, 300.306; NAC 388.336, 388.337, 388.340-388.410)
- Individualized Educational Program (IEP) Development (34 CFR 300.321, 300.322, 300.323; NAC 388.281, 388.284)
- IEP Considerations and Components (34 CFR 300.116, 300.320, 300.321, 300.324; NAC 388.284)
- Placement (34 CFR 300.115, 300.116; NRS 385.580; NAC 388.245)
- Transfer Students (34 CFR 300.323; NAC 388.263)
- Discipline (34 CFR 300.536; NAC 388.265)
- Independent Educational Evaluation (34 CFR 300.502; NAC 388.450)
- Collection and Reporting of Timely and Accurate Data upon Request of the NDE

Type Name of Charter School and Title of Authorized Representative of the Charter School. LEADERSHIP ACADEMY OF NEVADA Valerie Blake, Chairperson/Committee to Form	
Signature: 	Date: 8-23-12

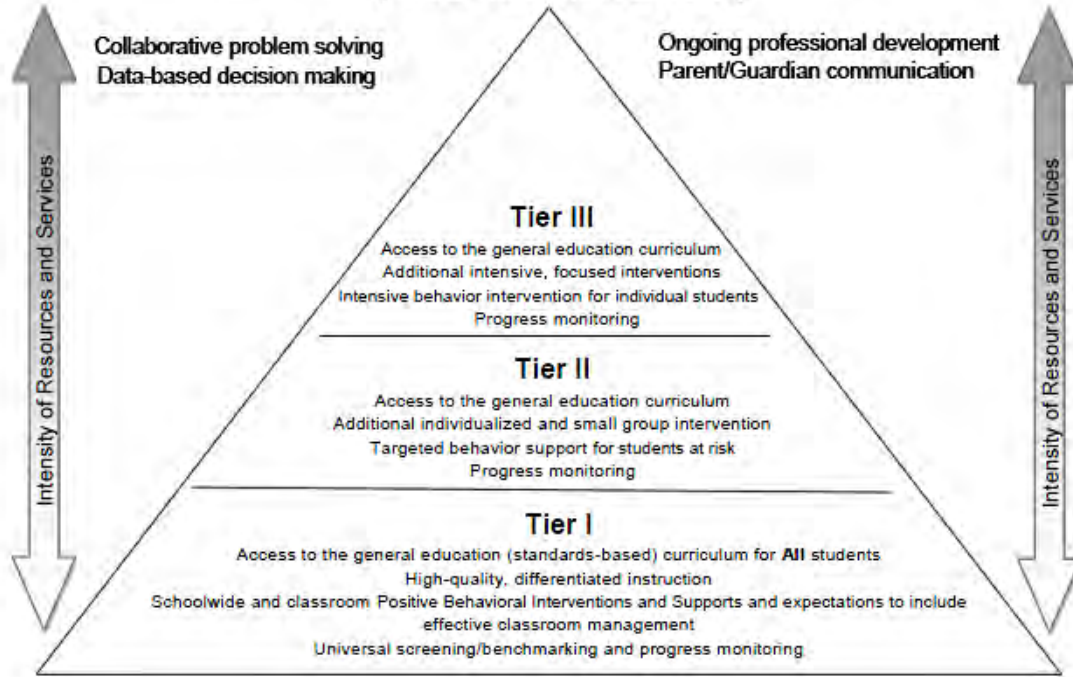
# Attachment A.8.6

## Attachment A.8.6

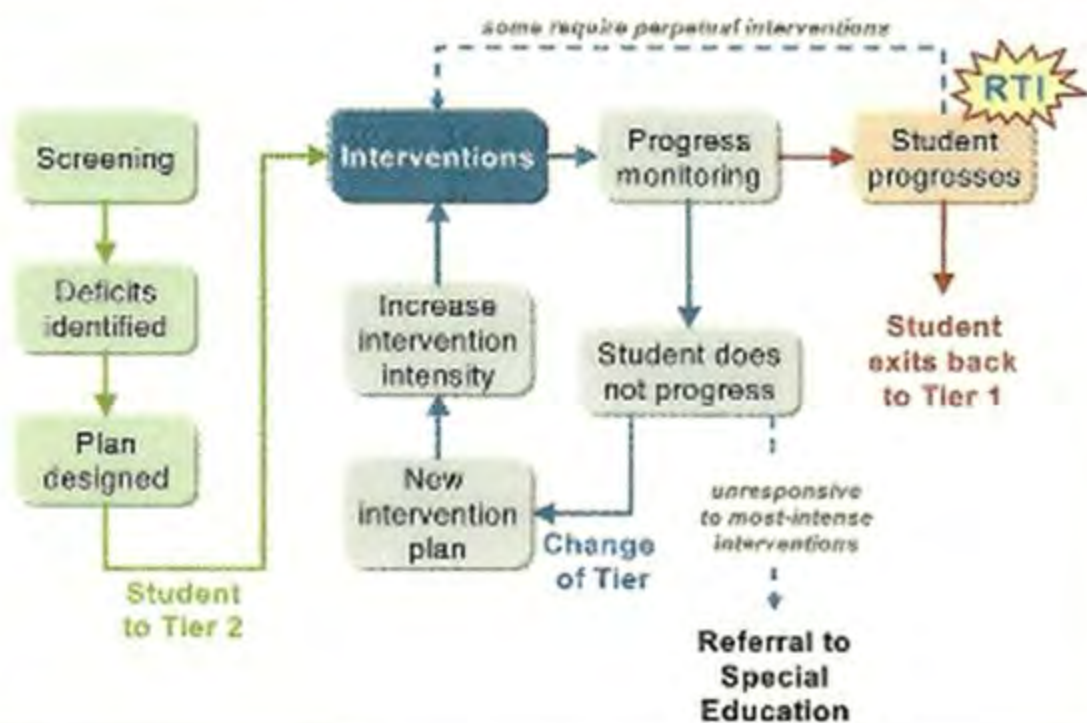
### **Procedures for Response to Intervention (“RTI”)**

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)



## RTI Process At A Glance



## 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

Levels of Evidence				
<b>Tier 1 Data: General Education Core Instruction</b> <i>There is clear and convincing evidence of appropriate core instruction:</i>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	
<ul style="list-style-type: none"> <li>• Explicit and systematic core instruction 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)</li> <li>• Core instruction was provided by "qualified" teachers</li> <li>• About 80% of student peers adequately respond to core instruction</li> <li>• Universal screening was conducted to identify students at risk of failure</li> <li>• Differentiated core instruction was adapted to the student's skill level</li> <li>• 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</li> </ul>				
<b>Tier 2 Data: General Education Targeted Instruction</b> <i>There is clear and convincing evidence of targeted or supplemental instruction beyond core instruction:</i>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	
<ul style="list-style-type: none"> <li>• Targeted instruction/intervention was appropriately designed (see Intervention Assessment Protocol and/or other sources of evidence)</li> <li>• Targeted instruction/intervention was implemented with integrity (see Intervention Assessment Protocol and/or other sources of evidence)</li> <li>• 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</li> </ul>				
<b>Tier 3 Data: General Education Intensive Intervention</b> <i>There is clear and convincing evidence of intensive intervention beyond targeted and core instruction:</i>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	
<ul style="list-style-type: none"> <li>• Intensive individualized intervention was appropriately designed (see Intervention Assessment Protocol and/or other sources of evidence)</li> <li>• Intensive individualized intervention was implemented with integrity (see Intervention Assessment Protocol and/or other sources of evidence)</li> <li>• 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</li> </ul>				
<b>Total Number of Yes, No &amp; Don't Know</b>				

#### 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.

<b>Yes</b>	<b>No</b>	The weight of the evidence indicates that <i>appropriate instruction</i> was consistently provided in general education settings.
<input type="checkbox"/>	<input type="checkbox"/>	

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.

# Attachment A.8.8

## Attachment A.8.8

### **Goals for English Language Learner (“ELL”) Students**

The following goals for students to learn and demonstrate strong academic proficiency in English Language Arts will be stressed:

- Students will develop and use the conventions of successful composition: Spelling, grammar, mechanics, and penmanship.
- Students will develop and use an advanced vocabulary in verbal and written communications.
- Students will grasp meaning, content, tone, and style from a variety of genres (i.e., fiction, poetry, essays, news articles, et cetera).
- Students will gain exposure to, as well as an appreciation for, great works of literature.
- Students will master the skills of the writing process: Researching, brainstorming, drafting, revising, editing, and publishing.
- Students will develop and use a variety of writing strategies appropriate for different audiences and purposes — persuasive, creative, descriptive, and research writing — by the end of eighth grade.
- Students will demonstrate their proficiency in language arts through participation in the state-testing program. The objective is that students will perform at or above the proficient level on the English Language Proficiency Assessment.

In future years, a full time ELL curriculum coach may be an asset to take care of assessment, record keeping, and instructional coaching for those teachers not yet endorsed with an ESL endorsement through the Nevada Department of Education.

# Attachment A.8.9

## Attachment A.8.9

### **Gifted and Talented Education (“GATE”) Policy**

This policy is a statement of the rights of students with high ability at Leadership Academy of Nevada (“School”). The policy reflects the commitment of the School to support the gifted and talented student.

#### **AIMS**

- To support the abilities, personal qualities, and talents of all students.
- To ensure that all students receive an education appropriate to their abilities.
- To provide mentoring which makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognize under-achievement and to seek to remove it.
- To stimulate students through extracurricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be differentiated for realizing the needs of the most able.
- To train staff and to provide for these aims to be achieved.

#### **DEFINITION**

Students are defined as gifted and talented in areas of:

- General intellectual ability
- Specific aptitude in one or more subjects
- Leadership

#### **EXCEPTIONALLY-ABLED CHILDREN**

These students perform well above their chronological age. Some indicators include:

- **Cognitive**
  - Extremely curious
  - Intense interests
  - Excellent memory
  - Long attention span
  - Excellent reasoning skills
  - Well-developed powers of abstraction, conceptualization, and synthesis
  - Quickly and easily sees relationships in ideas, objects, or facts
  - Fluent and flexible thinking
  - Elaborate and original thinking
  - Excellent problem solving skills
  - Learns quickly and with less practice and repetition
  - Unusual and/or vivid imagination

- **Social and Emotional**
  - Interested in philosophical and social issues
  - Very sensitive emotionally and even physically
  - Concerned about fairness and injustice
  - Perfectionist
  - Energetic
  - Well-developed sense of humor
  - Usually intrinsically motivated
  - Relates well to parents, teachers, and other adults
  
- **Language**
  - Extensive vocabulary
  - May read early
  - Reads rapidly and widely
  - Asks “what if” questions

## **IDENTIFICATION**

In addition to progress monitoring, the following methods will be used:

- Mentor observation and assessment
- Checklists
- Background knowledge
- The expertise of the licensed GATE Coach in supporting the judgment of the Mentor
- Peer nomination
- Parent nomination
- Teacher nomination

No one single method can be entirely accurate. The School will seek to provide an enriched curriculum for all students. Through this method, it will be possible to identify the most abled: PROVIDE - IDENTIFY - PROVIDE.

## **CLASSWORK**

Enrichment/extension work is provided by all Mentors in all classes as part of normal differentiated provision. This is shown on planning documents. Differentiation should provide activities requiring higher order thinking skills. Gifted students need to be challenged. The role of the Mentor is vital in challenging the thinking of the gifted child.

## **EXTRA-CURRICULAR ACTIVITIES**

These are highly valued for the gifted and talented student and include:

- Leadership opportunities within and outside of the School
- A broad, creative curriculum, giving students a chance to thrive

## **CO-ORDINATING AND MONITORING**

The following people can support this through regular reviews:

- Mentor
- Gifted and Talented Coach
- Director

## **PARTNERSHIP WITH PARENTS**

Parents and teachers will work together for the needs of the gifted and talented student.

## **GOOD PRACTICES**

- Flexibility in meeting needs
- Valuing diversity, dealing with underachievement
- A partnership with students and parents
- The leadership of the Mentor and Gifted and Talented Coach
- Regular communication and review with early and prompt intervention
- Positive attitudes by Mentors
- Good use of external resources
- The absence of labels, working to the student's strengths

## **QUALITY STANDARDS**

The Academy will evaluate provision by use of:

- The Institutional Quality Standards (IQS)
- The Classroom Quality Standards (CQS)



# Attachment A.8.10

## Attachment A.8.10

### **Section 504 Eligibility**

To be eligible, the student must have a physical or mental impairment that limits one or more major life activities.

- An impairment must substantially limit one or more major activities:
  - Caring for one's self, performing manual tasks,
  - Walking, seeing, hearing, speaking, breathing,
  - Learning, working,
  - Eating, sleeping,
  - Standing, lifting, bending,
  - Reading, concentrating, thinking,
  - Communicating
  - Operation of a major bodily function such as: Immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive.
- An impairment that “substantially limits” one major life activity need not limit other major life activities in order to be considered a disability.
- An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active:
  - Asthma
  - Cancer
  - ADHD
  - Diabetes
  - Seizure Disorder
  - Allergies
  - Broken Limb
- A mental impairment includes any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. This is not an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments.

To be eligible, the student must be of an age where services are provided.

The student does not have an automatic 504 Eligibility if referred to special education or determined non-eligible for special education.

# Attachment A.8.11

## **Attachment A.8.11**

### **Section 504 Procedural Safeguards**

Leadership Academy of Nevada (“School”) hereby provides notice of the following procedural safeguards to ensure that parents and guardians are fully informed of their rights concerning decisions involving the identification, evaluation, or educational placement of their student. These procedural safeguards will be provided at the time of referral, at a time when the parent or guardian disagrees with a decision regarding the identification, evaluation, or educational placement of their student, any time that a parent or guardian requests information regarding the rights contained herein, and on an annual basis thereafter. Section 504 Safeguards include the following:

- The right to receive written notice of any proposed actions related to identification, evaluation, or educational placement of the student.
- The right to examine all relevant educational records.
- If there is a disagreement with the School’s proposed action or refusal to act under Section 504, the right to file a complaint:
  - Voluntary grievance review with the Director; if unsuccessful, then,
  - Review at the State Board of Education level.
- The right to request an impartial hearing by submitting a written request to the Director.
- The right to representation by counsel in a due process hearing.
- The right to a review of the determination of a due process hearing by the Director.
- The right to file a complaint with the Office of Civil Rights or the Nevada Department of Education if a parent believes that the School is not complying with federal/state disability law.

OFFICE OF CIVIL RIGHTS  
U.S. Department of Education  
915 Second Avenue  
Room 3310  
Seattle, Washington 98174-1099  
(206) 220-7900

NEVADA DEPARTMENT OF EDUCATION  
Educational Equity  
700 East Fifth Street  
Carson City, Nevada 89701-5096  
(775) 687-9171  
(800) 992-0900

# Attachment A.9.2

## Attachment A.9.2

### **Retention of Pupil Records Policy**

#### **MAINTENANCE AND FORWARDING OF PERMANENT RECORDS OF PUPILS, AND FAILURE OF COMPLIANCE BY LICENSED TEACHER WHO IS A MEMBER OF THE GOVERNING BOARD OF THE LEADERSHIP ACADEMY OF NEVADA (“SCHOOL”)**

1. The Governing Board of the School shall ensure that a permanent record for each pupil enrolled in the School is maintained in a separate file. The permanent record must contain:
  - a. The record of attendance of the pupil;
  - b. The grades received by the pupil;
  - c. The certificate of immunization of the pupil; and
  - d. Any other records related directly to the academic progress of the pupil.
2. The Governing Board of the School shall ensure that records maintained pursuant with subsection 1 are kept in a location that is safe and secure and affords reasonable protection from:
  - a. Fire;
  - b. Misuse; and
  - c. Access by unauthorized persons.
3. If the School closes, the School shall, for each pupil enrolled in the School, forward the permanent record of the pupil to the Office of Pupil Records of the school district in which the pupil resides.
4. If a pupil graduates or withdraws from the School, the School shall forward the permanent record of the pupil to the Office of Pupil Records of the school district in which the pupil resides.
5. If a licensed teacher who is a member of the Governing Board of the School fails to comply with subsections 1 and 2, the sponsor of the School or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to *NRS 391.330* and whether appropriate action is warranted in accordance with *NRS 391.320 to 391.361*, inclusive.

#### **CONFIDENTIALITY OF EDUCATION RECORDS**

Except as noted otherwise, the capitalized terms are as defined in *NAC 392.306 – 330*.

An “Education Record” has the meaning ascribed to it in *NRS 392.029*. The term includes, without limitation:

1. Academic work completed by a pupil;
2. Records indicating a pupil’s level of achievement, including, without limitation, his grades;
3. Records of a pupil’s attendance at school;
4. A pupil’s results on standardized intelligence, aptitude, and psychological tests;
5. Results from interest inventories completed by a pupil;
6. A pupil’s health records;
7. Information concerning a pupil’s family and residence;

8. Records concerning a pupil's participation in activities sponsored by the school, special programs, and support services;
9. Ratings and observations of a pupil by teachers, counselors, and employees of a school district who transport pupils;
10. Reports of serious or recurrent behavior patterns of a pupil which have been verified;
11. Records, ratings, and observations recorded by a counselor that are accessible by or revealed to any other person except for a substitute for the counselor; and
12. The records of a child who is homeschooled that are maintained by a school district or a person acting for the school district.

#### **ACCESSIBILITY AND AUTHORITY OF PARENTS TO INSPECT AND REVIEW RECORDS, MAINTENANCE OF LIST OF TYPES AND LOCATIONS OF RECORDS, AND COPYRIGHT**

1. The parents of a pupil may:
  - a. Make reasonable requests for the School to explain or interpret the education records relating to their child;
  - b. Have their representative inspect and review the records; and
  - c. Request that the School provide them with copies of the records.
2. The School may presume that the parent has authority to inspect and review education records relating to the pupil unless the school district has been provided with satisfactory evidence that the parent does not have the authority under applicable state law governing such matters as guardianship, separation or divorce.
3. The School shall maintain a list of the types and locations of the education records it collects, maintains, or uses relating to pupils.
4. This policy does not abrogate a copyright.

#### **CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION, MAINTENANCE OF PERMANENT RECORD, AND DISCLOSURE UNDER CERTAIN CIRCUMSTANCES**

1. The School shall:
  - a. Protect the confidentiality of personally identifiable information at its collection, storage, disclosure and destruction;
  - b. Appoint one person to assume responsibility for ensuring the confidentiality of all personally identifiable information;
  - c. Train or instruct all persons collecting or using personally identifiable information regarding the policies and procedures to be followed concerning such information; and
  - d. Maintain a current listing for public inspection of the names and positions of those employees of the district who have access to personally identifiable information.
2. The School shall:
  - a. Inform the parents when the personally identifiable information is no longer needed to provide educational services to the pupil; and
  - b. Maintain a permanent record of the pupil's name, address, telephone number, grades, attendance, classes he attended, grades he completed and the year he completed them.

3. Subject to the limitations provided by *34 C.F.R. §§ 99.33 to 99.36*, inclusive, personally identifiable information may be disclosed to a court of competent jurisdiction or a person or entity pursuant to an order entered by a court of competent jurisdiction or pursuant to a lawfully issued subpoena, if the School district makes a reasonable effort to notify the parents before complying with such an order or subpoena.

#### **DISCLOSURE OF DIRECTORY INFORMATION**

1. If the School wishes to disclose directory information it shall allow a reasonable time after giving notice of the School's intent to disclose that information for parents to inform the School in writing that any or all of the information designated should not be released.
2. If a parent informs the School in writing that any or all of the information should not be released with respect to his child, the School shall not disclose such information concerning that pupil.
3. If a parent does not object, the School may disclose such information.

#### **SCHOOL DISTRICTS TO ADOPT APPROPRIATE POLICIES AND PROCEDURES**

The School shall adopt policies and procedures so that parents may exercise the rights set forth in *20 U.S.C. § 1232g(a)*, *34 C.F.R. Part 99* and *NAC 392.301 to 392.355* inclusive.

#### Legal Reference:

*NAC 386.360*

*NAC 392.301-392.360*



# Attachment B.1.1

August 14, 2012

State Public Charter School Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

**Re: Attachment B.1.1. Application of Leadership Academy of Nevada –Letter from  
Counsel Regarding Corporate Bylaws.**

To Whom It May Concern:

The Committee to Form for the Leadership Academy of Nevada has retained this office pursuant to the requirements contained in Section B.1 of the Charter School Application Packet (the “Application”), as well as the State Public Charter School Authority (the “SPCSA”), to review its corporate bylaws to be submitted with the Application.

After a review of the bylaws, it is my opinion that they comply with the model bylaws and “Applicant Instructions,” and that they are legally sufficient as to form and content.

It is also my opinion that Attachment B.1.3. has clearly identified the location within the bylaws where each stipulation has been addressed as presented in the Application.

Please do not hesitate to contact me should you require any additional information.

Warmest regards,

/s/ S. James Park

S. James Park, LL.M #10180  
Partner

**Alan D.  
Boyack**  
Licensed in  
UT CA

**Travis R.  
Christiansen**  
Licensed in  
UT

**Steven James  
Park, LL.M**  
Licensed in  
UT NV AR

**Brian D.  
Shelley**  
Licensed in  
UT CA

**Bradley W.  
Meads**  
Licensed in  
UT

**Michele P.  
Chambers PC**  
Licensed in  
UT

# 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
13. Recordings

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) 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) 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.2.2

Statement of Assurances  
Revised March 25, 2009

1. The charter school herein named, Friendship Academy of Nevada  
(name of charter school) shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, and the State Board of Education require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
  - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
  - Submit accountability and progress reports throughout the academic year;
  - Conduct and report on required examinations of students;
  - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
  - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
  - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
  - Submit reports regarding student truancy, transiency, attendance and dropout rates;
  - Submit reports of weapons and violence incidence;
  - Describe suspensions and expulsions; and
  - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
5. Permission is hereby granted to any member of the Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

**NOTARIZED STATEMENT**

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

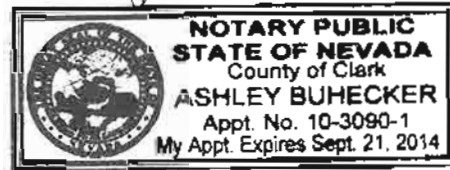
Valerie Blake  
Signature of Member of the Committee to  
Form the School

Valerie Blake  
Name Printed

Committee Chair/Parent  
Title

August 16, 2012  
Date

State of Nevada  
County of Clark  
Subscribed and sworn to before me



This 16 day of Aug. 2012  
date month year

Ashley Buhecker  
Notary Signature

(Notary Public Seal)

**MAIL/DELIVER TO:**

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

**NO FAXED APPLICATIONS WILL BE ACCEPTED**



# 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 do not and have never had any relationship or affiliation with any other charter school in the state of Nevada or any other state.
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.
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.

## **Valerie Blake**

246 Crystal Springs Place \* Henderson, Nevada 89074

Phone: 702-451-3230 \* E-Mail: [handfull5@cox.net](mailto:handfull5@cox.net)

### **Volunteer Service**

- \*2011 – Present: Advisor for youth student council; ages 17-18
- \*2009 – Present: Mentor for US History & Government class in a commonwealth school; ages 12-18
- \*2009 – Present: Board member and treasurer for commonwealth school; Las Vegas, Nevada
- \*2008 – 2011: Advisor for women's service organization
- \*2007 – 2009: Founder and Mentor of SHARP Statesmanship Club for youth; ages 12-18  
Mission Statement: To become educated statesmen, to build skills, to better the future, and to strengthen our homes, community, and nation.
- \*2005 – 2009: Founder and Mentor of Abigail's Daughters: Inspiring girls ages 8 – 12 in homemaking arts, leadership, literature and service.
- \*2003 – 2007: Advisor to Henderson organization for children; ages 18 months - 12 years
- \*2003 – 2007: Cub Scout Day Camp Director – Eldorado District, Las Vegas, Nevada
- \*2003 – 2007: Founder and Mentor of The Junto: Guiding boys ages 8 – 12 in principles of leadership, self-reliance skills, and the study of heroes through great literature
- \*2000 – 2005: Founder and Director of Henderson SHARE: An organization for homeschooling families to meet together for activities, classes, and support
- \*1997 – 2001: President of mentoring organization for children; ages 18 months - 12 years

### **Education**

- \*2009 – Present: Brigham Young University – Utah; Provo, UT
- \*2009: Certified Mentor Training; Leadership Education Mentoring Institute; Rancho Cucamonga, CA
- \*2008 – Present: George Wythe University; Cedar City, UT
- \*1983 – 1984: Brigham Young University – Utah; Provo, UT
- \*1983: Graduated from Palo Alto High School; Palo Alto, CA

### **Professional Experience**

- \*2003 – 2009: Manager of Blake Properties, LLC
- \*2003 – 2009: Manager of Bachelder Properties, LLC
- \*2003 – 2009: Manager of Genesis LV Properties, LLC
- \*1985 – 1986: Dental Assistant  
Charleston, South Carolina
- \*1985: Secretary / Receptionist  
Department of Pharmacology, Medical University of South Carolina
- \*1984: Dental Assistant  
Palo Alto, CA

### **Awards**

- 2006: District Award of Merit – For outstanding service to youth and the community  
The Boy Scouts of America; Eldorado District, Las Vegas Area Council  
(The highest award given to volunteers in the BSA program)
- 2005: Service to Scouting Award  
The Boy Scouts of America; Eldorado District, Las Vegas Area Council

# Angela Kleven

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9004 Wind Warrior Avenue  
Las Vegas, Nevada 89143  
702-493-774  
[iaadcg@gmail.com](mailto:iaadcg@gmail.com)

## Professional Experience

- 08/2009 – Present: Founder and Operations Director  
RISE Resource Center, Inc.  
Las Vegas, Nevada  
[www.riseresourcecenter.org](http://www.riseresourcecenter.org)
- 01/1994 – 07/1997: Senior Office Manager and Executive Assistant  
Studdert Companies  
Salt Lake City, Utah
- 11/1990 – 12/1993: Human Resources and Executive Assistant  
The INSCO/DICO Group  
Irvine, California

## Medical Transcription

- 08/2010 – Present: Medical Transcriptionist for Pearson Transcription  
264 Teresa Street; Camano Island, WA 98282  
425-346-2737
- 05/2008 – Present: Medical Transcriptionist for John Strickland, D.C.  
1928 East Sahara Avenue; Las Vegas, NV 89104  
702-457-4727
- 06/2005 – Present: Medical Transcriptionist for Faber Transcription  
8913 Reindeer Lake Street; Las Vegas, NV 89143  
702-254-0226

## Education

- 10/2010 Certified Mentor for ThoughtsAlive, Inc.
- 07/2009 Certified Mentor for Leadership Education & Mentoring Institute
- 05/2005 Trained Medical Transcriptionist through the *Essentials of Medical Transcription* Program
- 08/1989 – 12/1989 Brigham Young University – Utah; Provo, UT
- 08/1988 – 04/1989 Brigham Young University – Idaho; Rexburg, ID
- 06/1988 Graduated from Moreno Valley High School; Moreno Valley, CA

## Volunteer Service

- 08/2009 – Present: Mentor of a US History and Government class in a commonwealth school for youth ages 12-18
- 10/2006 – 06/2011: Board member and officer for various homeschool support groups and organizations in Las Vegas, NV
- 10/2006 – 08/2010: Leader for two Cub Scout packs in Las Vegas, NV

## **KELLY G. PARKER, CPA**

**10146 Wishing Peak**

**Las Vegas, Nevada 89178**

**[parkerkellyg@yahoo.com](mailto:parkerkellyg@yahoo.com)**

**(702) 528-3415**

### **EXPERIENCE:**

**Principal (Shareholder)** - Piercy, Bowler, Taylor & Kern CPAs, Las Vegas, NV; 1993-

- progressed from associate to principal (shareholder) with full responsibility for directing multiple audit, review and compilation engagements of privately held and SEC clients in gaming, timeshare, real estate, construction, finance and leasing, mining, and service entities and of defined contribution employee benefit plans
- assess engagements, delegate specific tasks to team members, assemble data and present findings to principals
- supervise pool of associates and senior associates with direct management oversight for research, quality, training and billing
- prepare corporate, partnership, individual and employee benefit plan federal and state tax returns
- perform operational consulting, agreed upon procedures and litigation support
- perform quality control and internal review procedures

**Senior Accountant** - Layton, Layton & Tobler CPAs, Las Vegas, NV; 1990-1992

- performed audits of employee benefit plans and of not-for-profit organizations
- prepared individual, corporate, partnership, fiduciary, employee benefit plan, and exempt organization tax returns
- performed forensic accounting, agreed upon procedures and litigation support

**Accountant** - Lauraco, Inc., Springville, UT; 1985-1989

- maintained financial accounting, tax, payroll, stock inventory, and cash records
- prepared individual, partnership, corporate, fiduciary, and private foundation tax returns
- developed and modified accounting systems
- directed activities of employees

### **SKILLS AND ABILITIES:**

- effective management of staff at various levels of experience
- strong teamwork and organizational skills
- ability to coordinate multiple tasks and priorities
- proven abilities in accounting system design, implementation and management
- computer literate including word processing and spreadsheet applications
- ability to learn quickly, hardworking, reliable and self-motivated
- strong attention to detail

### **EDUCATION:**

**Master of Accountancy (Audit)**; August 1985

**B. S. Accounting**; Business Fundamentals Minor; April 1985  
Brigham Young University, Provo, UT

### **LICENSES AND MEMBERSHIPS:**

**CPA**- State of Nevada, License No. 2311R and State of Utah, License No. 05517  
American Institute of Certified Public Accountants (AICPA)  
Nevada Society of Certified Public Accountants (NSCPA)

Ruth S. Parker  
10146 Wishing Peak, Las Vegas, NV 89178  
702-641-4456/ [ruthsparker@gmail.com](mailto:ruthsparker@gmail.com)

### CAREER HISTORY

- 1990-1997 Clark County School District, Las Vegas, NV
- ✓ *Wengert Elementary School*: Third Grade Teacher
  - ✓ *Decker Elementary School*: Fifth Grade Teacher, and On-site Math Specialist
- 1987 -1989 Jordan School District, Sandy, UT
- ✓ *Oakdale Elementary School*: Fourth Grade Teacher.

### EDUCATION

- 1986 Brigham Young University, Provo, UT
- ✓ *Bachelor of Science Degree*: Elementary Education

### VOLUNTEER SERVICE

- 2005 – Present Boy Scouts of America, Cub Scout Level
- ✓ *District Committee Member*
  - ✓ *Unit Commissioner*
  - ✓ *Pack Committee Chairman*
  - ✓ *Webelos Den Leader*
- 2008 – Present Pillar of Light Commonwealth
- ✓ *Mentor of youth ages 12-18*
- 1993-Present Service with Children and Youth
- ✓ *Youth Organization*: Mentor of Youth, ages 14-15
  - ✓ *Women's organization*: Teacher; Advisor; Secretary
  - ✓ *Children's Organization*: Teacher; President of Local chapter; President of District Chapter.
  - ✓ *Teacher Trainer*: Trained teachers of all ages to better prepare and teach.
- 2003-2005  
2009-2011 Toastmasters International
- ✓ Early Risers' Club: Earned *Communicator Bronze*
  - ✓ Club Vice-President of Membership
  - ✓ Club Treasurer.

# State of Nevada

## License for Educational Personnel

License No. 0000032136

*This License Certifies That*

**RUTH S PARKER**

has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) <small>(See reverse for explanation)</small>
STANDARD	ELEMENTARY	02/01/2006	TEACHING (02/12/1990)	01/17/2011	
STANDARD	SPECIAL	02/01/2006	SUBSTITUTE (02/12/1990)	01/17/2011	

*Keith W. Rheault*  
 State Superintendent of Public Instruction

## **SIONE TUIONE PULOTU, JR.**

1643 Lovebird Lane  
Las Vegas, NV 89114  
(702) 883-9982

**OBJECTIVE:** To provide resource material to academic establishments.

### **EXPERIENCE:**

08/2002-Current      Clark County School District; Las Vegas, Nevada

- ❖ Position: Mathematics Teacher
  - Lesson Planning
  - Teaching
  - Assessing
- ❖ Position: Football and Wrestling Coach

08/1997-2002

- ❖ Position: A to Z Tutoring; Las Vegas, Nevada
  - One-on-one assessment
  - Group and private tutoring
- ❖ Position: Clark County School District; Las Vegas, Nevada
  - Curriculum Professional Development
- ❖ Position: UNLV Outreach; Las Vegas, Nevada

08/1999-08/2002      State of Hawaii; Honolulu, Hawaii

- ❖ Position: Mathematics Teacher
  - Lesson Planning
  - Teaching
  - Assessing
- ❖ Position: Football and Wrestling Coach

09/1993-08/2001      Foodland Markets, Ltd.; Laie, Hawaii

- ❖ Position: Assistant Bakery Manager/Baker
  - Cake Decorating
  - Ordering, Stock, and Supply
  - Baking and Preparation

### **EDUCATION:**

1997-2000      Brigham Young University – Hawaii; Laie, Hawaii

- ❖ Degree: Bachelor of Science
  - Mathematics Education



# State of Nevada

## License for Educational Personnel

License No. 0000058218

*This License Certifies That*  
**SIONE T PULOTU, JR**

has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) <small>(See reverse for explanation)</small>
STANDARD	SECONDARY	03/10/2011	MATHEMATICS MINOR (09/17/2002), MATHEMATICS MAJOR (09/17/2002)	04/05/2016	
STANDARD	SPECIAL	03/10/2011	SUBSTITUTE (09/17/2002)	04/05/2016	

*Keith W. Rheault*  
 State Superintendent of Public Instruction

# Attachment B.2.4

**Attachment B.2.4**  
**Answers to the Questions in Appendix 1**

VALERIE BLAKE

**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?**

The creation of Leadership Academy of Nevada (“School”) was my idea.

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

I am committed to a solid Liberal Arts/Leadership Education for youth. It is imperative that the Governing Board remains true to the mission of this charter and establishes its philosophy firmly in the community. I have the vision and the desire to make this happen.

- 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.**

For the past four years, I have served on the board of Pillar of Light Commonwealth, which is a community of families created to serve the needs of homeschooling families in the Las Vegas area.

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

As a board member, I am responsible for making certain that: 1) Our mission remains the focus of the school; 2) We follow and adhere to the charter, bylaws, and all applicable statutes; and 3) Students and parents receive the necessary assistance in order to be successful.

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

I have spent the last 17 years teaching children and youth and mentoring families in various homeschool and community organizations in Las Vegas, 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?**

Whether Leadership Academy of Nevada serves 200 students or 2,000, it makes no difference. We are in the business of educating youth and supporting families. Those youth who choose to participate in Leadership Academy of Nevada will have a new excitement and passion for education. They will have discovered the intense joy of applying themselves and achieving great things. A genuine sense of accomplishment and a conquering spirit will begin to develop within the heart of each youth.

By the fourth year, I believe that we will see youth with depth, insight, and meaning in life both personally and academically. Those who are graduating will be prepared to seize the opportunities of life as well as the challenges with confidence. Even those who are just beginning their Leadership Academy of Nevada adventure will enter with a sense of excitement and eagerness. They will have the advantage of following in the footsteps of other students who have blazed the trail with fortitude and helped to establish a distinct reputation for excellence. The School will also have accomplished the goals set forth in the application.

#### **Educational Philosophy**

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

We have the distinct opportunity to provide a Liberal Arts/Leadership Education to highly-motivated and self-directed youth. This type of education opens the minds and hearts of students. As they study the thoughts, ideas, and the works of great minds, their own natures are changed, their skills are honed, and their abilities broadened. I believe that our students will rise to the challenge to become great scholars and principled leaders.

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

Yes. This type of educational program is extremely strenuous but highly motivating to the scholarship of youth. Students feel the confidence and encouragement from their mentors and classmates and begin to catch the vision that they are capable of accomplishing great things in life, now and in the future.

10. **What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?**

A school that puts the students first, that respects them as unique individuals with great potential is foundational to being successful. When the focus is always on the student and not about the convenience of the teacher or the school, success follows. The biggest

hurdle will be in helping students and parents to catch the vision of a leadership education. This style of learning, where mentors inspire and lead, and students are expected to think deeply, discuss, debate, and share will be a new format for most and may take some time for both students and families to be comfortable with the process as well as understand the benefits. I can see the board facilitating relationships between the administration, the parents, the students, and the teachers. We can help families understand the vision and educational philosophy and implement the mission of the school. By continually participating in all trainings and webinars, we also have the ability to communicate with parents, answer questions, and provide feedback and encouragement.

### **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 am acquainted with all of them. I have mentored with Angela Kleven in a commonwealth school for the last three years. I met Ruth and Kelly Parker through homeschooling; our children were in the same classes in a commonwealth. Sione Pulotu is a relatively acquaintance for me. I met his wife in a mathematics class from George Wythe University. Sione and I were then introduced when I realized that he had a desire to be involved in leadership education, so I invited him to join the committee with us.

- 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.**

Yes. We will hire Williamsburg Educational Services as our EMO. My son has had the privilege of being mentored by James Ure who is a founder and partner in that organization. It was through his mentorship, along with others, that I came to see how

important a Liberal Arts/Leadership Education will be for the youth of Nevada. I have since met and worked with Pete Jensen who is the cofounder and partner.

- 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 bring it to the attention of the Chair and other members of the Governing Board. We would then refer to the bylaws, policies, and procedures put in place by the School which are in compliance with state law.

**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 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.

- 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.

- 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.

- 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.

- 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**

KELLY PARKER

**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 this through emails from Valerie Blake, James Ure, and Pete Jensen.

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

I am not satisfied with the quality of the current public school curriculum and approach. Based on my research, classical and leadership education appears superior and I want to make it available for my children and other youth 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.**

I have not previously served on a board of a school district, but I have served as President for the Western Pension & Benefits Conference – Las Vegas Chapter, and as Treasurer for the Las Vegas Gem Club and the BYU Management Society – Las Vegas Chapter. I want to serve so my children have the opportunity to graduate from a high school that offers an education that teaches my children to think for themselves and to problem solve, and to offer this type of an education experience to other children. As an employer of many people over many years, I see that as time goes on, the employees as a whole that we hire have fewer and fewer problem-solving skills; therefore, I have become disillusioned with the public school curriculum.

- 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 be an active member of the governing body of the school, be responsible for the sound education of the children enrolled in the school, and be responsible use of the public funds that the school receives.

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

I have worked as Certified Public Accountant in public accounting Las Vegas, Nevada, for over 20 years. As such, I have significant relevant knowledge and experience in accounting and financial services.

**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, Leadership Academy of Nevada (“School”) will be maturing and preparing for anticipated growth in enrollment in the succeeding year.

After four years, the School will have successfully graduated many students with high school diplomas and helped prepare them for their futures. The School will have become a sought-for alternative to traditional public schools for students who are highly motivated.

**Educational Philosophy**

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

To provide an alternative to traditional public education for highly-motivated and self-directed students in Nevada using a classical education with an emphasis on leadership.

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

Yes, I am familiar with the School’s proposed educational program. I describe it as a classical education using source materials, texts, and documents to teach not only the subject matter but also critical thinking and problem solving.

**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?**

Characteristics of a successful school include a great curriculum taught by instructors that are experts in the areas they teach, emphasis on the student’s learning experience and growth, and balanced with the financial resources available and the responsible use thereof. The Board will monitor the student experience through course evaluations, grading, testing, and surveys, and will monitor the appropriate and responsible use of the public funds the School receives.

### 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.**

I have met the other board/CFS members through the years as my wife and I have homeschooled our children.

- 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.**

Prior to becoming a member of the Committee to Form, neither my spouse nor I knew any employees, owners, or agents of our proposed EMO. As I have been involved on the Committee to Form, I have become acquainted with the two founders of the EMO, James Ure and Pete Jensen.

- 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 bring it up at a Board Meeting and refer to the bylaws.

**Attachment B.2.4**  
**Answers to Questions from Appendix 1**

**RUTH PARKER**

**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 this opportunity through an email from Valerie Blake.

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

I feel passionate about leadership education and I want to make it available for my children and other scholarly youth 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 (“School”) gives me the opportunity to have an impact on education in Nevada. My heart has always had an interest in the education of my children and children as a whole. My university degree is in Elementary Education. I taught elementary school for ten years. Making sure children have the opportunity to learn in the way that best meets their individual needs is of paramount importance to me. I want my children and other children to have the opportunity to graduate from a high school that offers an education that prepares them for life by teaching them how to think creatively and how to problem solve, to have an education that honors them as individuals, that allows them to have a voice, and to be able to express that voice as a viable well-respected person. I want teens to have the opportunity to attend a school that expects the very most out of each of them instead of praising them for mediocrity. For these and many others are reasons I feel honored to serve on the Committee for Leadership Academy of Nevada.



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

My role will be to ensure that the Administrator and Williamsburg Educational Services follow through with the mission, vision, and goals of Leadership Academy of Nevada.

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

My Bachelor of Science degree is in Elementary Education, and I taught school for ten years. I have homeschooled my own children for five years. As a volunteer, I have mentored many students of various ages in a variety of settings.

**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, students will be excited and energized about learning. They will look forward to more opportunities to learn and will seek these opportunities for themselves. The students will feel a great sense of accomplishment and pride at having been successful with a rigorous curriculum that challenged them thoroughly. They will take responsibility for their own education and will be able to solve problems creatively. They will think outside the box as they seek ways to have an impact in their communities, to be leaders, and to make a difference.

After four years, Leadership Academy of Nevada will have grown from a small charter school to a school that serves many hundreds of students who have been hungering for an education that is inviting and challenging. The parents, school administrators, mentors, and students will have forged a community that fosters caring and growth for all people involved. It will be a place where students, families, and mentors will be tolerant and accepting of each other's values and learning styles and abilities. It will be a place where everyone involved feels a sense of excitement for being part of such a great educational journey.

**Educational Philosophy**

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

I understand the School's mission is to provide mentors and a curriculum that will empower students who are self-directed and highly motivated to learn at a great depth from classics and original documents so they can become principled leaders in their communities.

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

Yes. I would describe the program as one that incites each student's curiosity and drive to further his education and knowledge base because he sees the power in learning and in gaining knowledge, character, and wisdom. The Socratic questions that the mentors use will cause each student to learn to think for himself, to stand up for truth, and to be able to express his thoughts in a concise and meaningful way. The energy of the School and each class will be positive, upbeat, challenging, and filled with the joy of knowing that each person is responsible and has the choice to live up to his personal potential.

**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?**

Some of the characteristics of a successful school are: Choice and the opportunity to learn; students, mentors, administrators, and parents are happy to be part of the school; students are challenged; students want to learn more; students help one another; students take responsibility for their own learning; everyone takes part in the success of the school; and all are involved in conserving the school's resources.

The first step to take is to hire an Educational Management Organization that provides the curriculum, knowledge, and teachers that instill joy in learning in the students. The next steps are to hire administrators, office staff, and teachers that have the same vision that the board has in implementing the policies of the School, and to then meet with the administrator to ensure that the policies and the financial resources of the School are being utilized in a respectful and positive way.

**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.**

I have met the other committee members through the years as I have homeschooled my children.

**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. Neither my spouse nor I have a preexisting relationship with prospective school employees.

- 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. We do not have plans to do business with the School.

- 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.**

Since beginning the process of starting a charter school, I have met and worked with the owners of Williamsburg Educational Services. I did not know them previously.

- 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 bring it up at a Board Meeting and refer to the bylaws.

**Attachment B.2.4**  
**Answers to Questions from Appendix 1**

SIONE PULOTU

**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 board from my wife through a discussion with Valerie Blake.

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

I wanted to help with this opportunity to enable students to become more successful in education and in developing as future leaders.

- 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. I feel that the ideals of Leadership Academy of Nevada (“School”) provide an opportunity for students to find other means of gaining an education in a different and self-motivating way. I am a licensed teacher of Mathematics for the Clark County School District. I have taught at Rancho High School for 11 years. I taught for two years in Hawaii in the public school system as well. There are many barriers that prevent us from helping these students succeed in their studies and in life. I am hoping to make a difference, not only with my children but as many as I can. That is why I teach and coach.

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

My role will be to ensure that the Administrator and Williamsburg Education Services follow through with the mission, vision, and goals of Leadership Academy of Nevada.

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

My Bachelor's of Science degree is in Mathematics Education, specifically secondary. I am beginning my thirteenth year of teaching. My wife has homeschooled our children for five years. We have discussed many pros and cons of homeschool versus public education, and I have been enlightened to many new perspectives on education.

**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?**

Hopefully, after one year, my children and others will reap the opportunities that Leadership Academy of Nevada will provide. They will have an educational drive to succeed in their studies and be capable of standing up and leading others in positive ways.

After four years, I believe that the School will have established a reputation of quality education where students become scholars with the skills, ability, and desire to work hard and to help others.

**Educational Philosophy**

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

With the help of inspiring mentors and a great classical curriculum, we will provide the means for self-motivated students to discover new ideas and develop skills necessary to become principled leaders.

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

Yes. Leadership education is more a way of life than a curriculum to get through. When students begin to think critically about things, and their ideas and opinions are respected and discussed, they are excited about learning. They are willing to study longer and in more depth because they feel a sense of accomplishment and begin to understand that what they think really matters and can make a difference in the world.

**10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?**

A successful school will be one in which all of those involved have a clear vision and are working together for the students' success. The environment will feel more like a group of friends and colleagues helping each other in a common goal, not just individuals putting in time. It will be a team effort, from the board, administration, staff, and

families, to each student. Students will be enthusiastic about classes, they will trust their mentors and be willing to do the hard work, they will learn to respect others in the School and in their own environment, and they will be successful in their education and with their personal goals. The most important thing for the board to do is to help create this kind of environment. This will begin with each administrator, staff, and teacher that we hire. We will have to be picky about who we allow to work for us. If they cannot see the vision and understand the mission and philosophy of the School or accept the idea of being a team player, then they are not the right person for the job.

### **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.**

I have met Valerie Blake, Ruth Parker, and Angela Kleven through Pillar of Light Commonwealth.

- 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.**

Since the beginning of this charter school process, I have met and worked with the owners of Williamsburg Educational Services. I did not know them previously.

- 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 bring it up at a Board Meeting and refer to the bylaws.

# Attachment B.3.1.2



**Attachment B.3.1.2**

**Williamsburg Educational Services, L.L.C.**

- A. The name of the Educational Management Organization (“EMO”) is Williamsburg Educational Services, L.L.C. (“WES”)
- B. Contact person: Mr. N. Peter Jensen (Pete)
- C. Phone number and mailing address of WES:
  - a. Pete direct: 512-827-1540
  - b. Pete email: [peter@williamsburged.org](mailto:peter@williamsburged.org)
  - c. Company main: 800-200-6869
  - d. Address: 32 East 100 South, Suite 204, Saint George, Utah 84770
- D. WES currently does not provide services to any Nevada schools
- E. See Required Element B.3.8 and Attachment B.3.12

# 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 and must be signed by both parties.

## 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.

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

### 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
- Ensure that WES courses meet state and Common Core standards (when required by the state of Nevada)
- 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 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
- Help create and execute student recruitment strategy
- 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
- Provide access to online classroom software for all LAN staff and students
- 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
- Assist with creating an electronic filing system
- 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
- 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
- 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

## TRAINING & PROFESSIONAL DEVELOPMENT

- Help create and distribute a teacher training manual to all LAN teachers, and an administrator manual for all administrators
- Design and deliver comprehensive teacher training on the WES curriculum, technological systems, policies and procedures, and more
- 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
- 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. WES will provide a complete high school curriculum 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.

## 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 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 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 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, and that WES may interpret financial actions taken by the Director and/or Assistant Director 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 its 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

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.

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.3.1.4

**Attachment B.3.1.4**

<b>Project Phase</b>	<b>Provided by LAN Board, Director, and Staff</b>	<b>Provided by Williamsburg Educational Services, LLC</b>
<b>Application</b>	Complete charter application Budget forecasting	Assist with charter application Complete distance education program application Assist with budget forecasting, provide curriculum cost, etc.
<b>Curriculum</b>	Contract with WES (an educational management organization) to provide curriculum and instruction	Teacher certification  Courses approved by NV DOE Full high school curriculum, grades 9 – 12 Full intermediate curriculum, grades 6 – 8 (beginning 2014) Provide up to 30% of teaching staff for LAN Train LAN teachers in WES curriculum methods Continued compliance with state and common core standards
<b>Financial</b>	Bookkeeping and accounting  Budget forecasting Quarterly and annual budgets Cash flow projections Obtaining financing Financial audits	Assist with financing (EMOs are allowed to loan up to 15% of estimated first year funding for start-up costs)  Assist with financial decisions
<b>Human Relations</b>	Hire director and assistant director  Payroll  Government compliance Incentive programs	Assist director with finding and hiring all teaching staff Assist board with finding and hiring director and business manager/assistant director

<b>Project Phase</b>	<b>Provided by LAN Board, Director, and Staff</b>	<b>Provided by Williamsburg Educational Services, LLC</b>
<b>Marketing</b>	Overall image and public face	Identity and brand development Student recruitment strategy
<b>Public Relations</b>	Coordination of board meetings Public notice compliance Open meeting compliance	
<b>Government Relations</b>	Reporting Advocacy Charter compliance Renewals and site inspections Statutory compliance	Ensure that curriculum and instruction is compliant Provide info to LAN necessary for reporting purposes
<b>Facilities</b>	Site selection and acquisition Compliance with fire and safety requirements	
<b>Strategic Planning</b>	Overall planning and vision	Replication and scaling of academics Academic counseling and graduation planning
<b>Technology</b>	Computers for students Technology stipend policy	Interface between WES and LAN SIS systems Learning Management System Online classroom software Provide suggestions for computers and other supplies LAN will provide to students
<b>Materials</b>	Stipends for texts and materials	Provide electronic texts via LMS when possible

# Attachment B.3.2.6

# DISTANCE EDUCATION PROGRAM

## APPLICATION COVER PAGE

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### CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is accurate and that the distance education program will be operated as described in the application. As the authorized representative of the school district or charter school submitting the application, assurance is provided to the Department of Education that the persons who operate the program on a day-to-day basis will comply with and carry out all applicable requirements, statutes, regulations, rules and policies of the school district or charter school.

**Name and Signature of the school district superintendent, charter school principal or other appropriate designee of the applicant authorized to submit this application must be provided below:**

Valerie Blake, Chair of Committee to Form  
Name and Title (Please type)

  
Signature

**Indicate the date the applicant's board of trustees, governing body, or committee to form a charter school met to approve the submission of this application:**

August 29, 2012

### APPLICANT INFORMATION

Applicant:  Leadership Academy of Nevada	Mailing Address (Street, P.O. Box, City/Zip)  246 Crystal Springs Place Henderson, NV 89074
Name and title of authorized contact person:  N Peter Jensen	Telephone number of authorized contact person:  512-827-1540 Fax Number 435-772-9534 Email address peter@williamsburged.org

**Date Received By Department:**

# LEADERSHIP ACADEMY OF NEVADA DISTANCE EDUCATION PROGRAM APPLICATION

## NOTE

Leadership Academy of Nevada (hereafter LAN) is submitting this application together with a Nevada Charter Application, with the goal of beginning operations in August of 2013. LAN will be solely a Distance Education school, and will not offer a brick-and-mortar program.

This document is also included in our Charter Application as Section B.3.2.

LAN does not have its own online courses. We have selected Williamsburg Educational Services (WES) as our education management organization because we want to use their curriculum. WES is currently not an approved Distance Education Course Provider in Nevada. WES is submitting an application to have its courses approved simultaneously with this application and the LAN charter application. Tom McCormack suggested that we submit all three of these applications simultaneously to his office. We have also notified Kim Vidoni of this arrangement.

## SECTION 1: COURSES THAT WILL BE OFFERED

Subject to approval by Kim Vidoni at the Nevada DOE, we plan to offer the following courses through Williamsburg Educational Services.

Course Category	Course Name	Grade Levels	Credits
Language Arts	Writing A (Language Arts 9)	9 - 12	0.5
Language Arts	Writing B (Language Arts 9)	9 - 12	0.5
Math	Pre-algebra A	9 - 12	0.5
Math	Pre-algebra B	9 - 12	0.5
Technology	Educational Technology	9 - 12	0.5
Science	Earth Science A	9 - 12	0.5
Science	Earth Science B	9 - 12	0.5
Leadership	Personal Leadership A	9 - 12	0.5
Leadership	Personal Leadership B	9 - 12	0.5
Physical Health & Education	Fitness for Life	9 - 12	0.5
Physical Health & Education	Independent PE	9 - 12	0.5
Social Studies	U.S. History A	9 - 12	0.5
Social Studies	U.S. History B	9 - 12	0.5
Language Arts	American Literature A (Language Arts 10)	9 - 12	0.5
Language Arts	American Literature B (Language Arts 10)	9 - 12	0.5
Leadership	Social Leadership A	9 - 12	0.5
Leadership	Social Leadership B	9 - 12	0.5
Math	Algebra 1A	9 - 12	0.5
Math	Algebra 1B	9 - 12	0.5



Physical Health & Education	Stability, Strength & Power	9 - 12	0.5
Physical Health & Education	Independent PE	9 - 12	0.5
Science	Biology A	9 - 12	0.5
Science	Biology B	9 - 12	0.5
Social Studies	Government & Economics A	9 - 12	0.5
Social Studies	Government & Economics B	9 - 12	0.5
Fine Arts	Film	9 - 12	0.5
Language Arts	Political Literature (Language Arts 11)	9 - 12	0.5
Language Arts	Short Stories (Language Arts 11)	9 - 12	0.5
Leadership	College Leadership	9 - 12	0.5
Leadership	Financial Leadership	9 - 12	0.5
Math	Geometry A	9 - 12	0.5
Math	Geometry B	9 - 12	0.5
Physical Health & Education	Health 2	9 - 12	0.5
Science	Physics A	9 - 12	0.5
Science	Physics B	9 - 12	0.5
Social Studies	Geography & World Events	9 - 12	0.5
Social Studies	World History	9 - 12	0.5
Language Arts	World Literature A (Language Arts 12)	9 - 12	0.5
Language Arts	World Literature B (Language Arts 12)	9 - 12	0.5
Math	Algebra 2A	9 - 12	0.5
Math	Algebra 2B	9 - 12	0.5
Physical Health & Education	Independent PE	9 - 12	0.5
Physical Health & Education	Independent PE	9 - 12	0.5
Science	Chemistry A	9 - 12	0.5
Science	Chemistry B	9 - 12	0.5

### Elective & Supplemental Courses

Elective	Debate	9 - 12	0.5
Elective	Public Speaking	9 - 12	0.5
Elective	Study Skills	9 - 12	0.25
Fine Arts	Guitar Revolution	9 - 12	0.5
Fine Arts	Music Appreciation	9 - 12	0.5
Fine Arts	Photography	9 - 12	0.5
Language Arts	Writing Primer	9 - 12	0.5
Language Arts	Creative Writing	9 - 12	0.5
Math	Euclidian Geometry A	9 - 12	0.5
Math	Euclidian Geometry B	9 - 12	0.5
Math	Pre-calculus A	9 - 12	0.5
Math	Pre-calculus B	9 - 12	0.5
World Languages	Spanish 1	9 - 12	0.5
World Languages	Spanish 2	9 - 12	0.5
World Languages	Spanish 3	9 - 12	0.5
World Languages	English 1	9 - 12	0.5
World Languages	English 2	9 - 12	0.5

## SECTION 2: ENROLLMENT PROCESS

Because LAN is a distance education charter school, all students will by default be enrolled in the school's distance education program. The LAN distance education program will not allow part or full-time enrollment from other school districts or charter schools in Nevada.

LAN will make it clear to prospective parents and students, in its marketing materials and during the application process, that LAN is a distance education charter school.

Per NAC 386.353 subsections 1(a), and 8(a), LAN has requested to limit enrollment to 300 students across grades 9 – 12 during its first year of operation. LAN is submitting an application to limit enrollment to the Superintendent of Public Instruction (included with the LAN Charter Application).

Per NAC 386.353 subsections 5(a) and 6(a and b), LAN has requested a waiver from the requirement to enroll students from the waiting list after count day because LAN is contractually obligated to pay our EMO an annual per-student fee for online curriculum access. LAN 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.

GRADE	ANTICIPATED 2013-14 ENROLLMENT
9	100
10	100
11	75
12	25
Total	300

This table is for illustrative purposes only. If there is a significant discrepancy in enrollments in different grades, LAN may allocate enrollment slots differently than above. For example, if grade 9 has 100 students enrolled, while grade 12 has only 15, we will allow additional students in grade 9 to continue to register until we reach the overall capacity limit.

After enrollment has reached maximum capacity, LAN will place additional applicants on a wait list. See **Attachment B.3.11 "The Lottery System,"** included in the **Leadership Academy of Nevada charter application.**

## SECTION 3: DOCUMENTING ATTENDANCE AND PARTICIPATION

LAN will document attendance and participation through Canvas, our LMS. Canvas allows us to track:

- Whether students are turning in assignments and exams on time
- Whether students are on pace with their coursework
- Whether students are logging into the LMS regularly

Students should be logging into Canvas 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 several times per week, and does not submit assignments on time, the student is considered absent, and LAN staff will contact the student and parent.

LAN teachers will communicate with all students at least weekly via one or more of the following methods: video chat, email, our internal messaging system, and phone. If a student is absent, per the above criteria, the teacher will proactively reach out to the student and/or parents to offer help, support and accountability.

Parent-teacher conferences will be held at least once per semester via online video conference. Parents can also contact teachers at any time, and can attend weekly office hours with their students to meet with teachers via live video conference.

Canvas LMS functions as the master register of enrollment and attendance.

## SECTION 4: ASSESSING STUDENT ACHIEVEMENT

We believe in competency-based learning. Our courses are designed to allow students to advance upon content mastery instead of time.

All courses have a proctored final exam. Some courses have a proctored midterm. Any course that is skill-based, like a writing course, may have a final essay or project instead of an exam.

The LAN Proctor Policy is attached as Addendum 1. The policy prohibits parents from proctoring their children's exams, gives proctors instructions, and asks them to sign their name electronically to pledge that they are who they claim to be and that they followed the proctor agreement. The Proctor Agreement also gives the students ground rules for exams.

## SECTION 5: DOCUMENTING COURSE COMPLETION AND AWARDING CREDIT

All student work is submitted, stored and documented in Canvas LMS.

The final exam/project for each course has a firm deadline. Students may complete exams/projects early, but not late unless for extenuating circumstances. Students have until the end of the semester to complete all coursework. Any coursework that has not been completed by the end of the semester will receive zero points unless the student has arranged for an extension due to extenuating circumstances.

Students take exams and submit all projects and assignments in Canvas. Teachers do all grading and give feedback in Canvas. At the end of the semester Canvas automatically tabulates a final percentage grade for each student in each course.

Teachers will submit final grades to the Director, by a deadline given in advance by the Director, usually within a few days after the semester ends. The Director meets with each teacher individually to review all final grades awarded by that teacher. After review with each teacher the Director approves final grades, and they are posted to the students' academic records in the SIS, where they are permanently stored.

Students must achieve a score of 70 percent or higher on each assignment/exam/project in order to receive credit for it. Resubmission is normally allowed for assignments, but not final exams/projects/essays.

## SECTION 6: MONITORING STUDENT PROGRESS

Teachers are responsible to monitor student progress and make contact with each student at least weekly. Teachers will record weekly attendance in Canvas. The Director and/or Assistant Director will meet with each teacher each week to verify that this is happening.

Canvas LMS tracks every assignment submitted, and every grade awarded for every assignment, for every individual student. Each teacher meets weekly with the Director or Assistant Director to review the progress of all students assigned to that teacher. Using Canvas analytics, students who are behind, absent, or scoring poorly on assignments are identified, and the teacher then initiates contact with the student/parent to offer help. We reach out to students first, because we are training them to be leaders. We want to give them the opportunity to solve their own problems (with a teacher's guidance) and take initiative. If the student takes no corrective action within a week, the teacher will communicate directly with the parents.

Parents can also be added as "observers" in Canvas, which allows them to login and see their students' progress in all courses. They can see all course content, and their student's submitted assignments, grades and feedback, and they can easily contact the teacher.

## **Addendum 1: Leadership Academy of Nevada Proctor Policy**

### **Proctor Policy**

#### **PROCTOR QUALIFICATIONS**

Thanks for taking time out of your busy day to proctor this student! Here are the requirements to serve as a proctor for a Williamsburg assessment. If you do not fit these criteria, invite the student to find another proctor. If you fit this criteria, please sign your full name in the box below (typing your name has the same legal effect as a signature).

- A. I am an adult.
- B. I am not a parent of the student

I am physically present in the room where the student is taking the assessment, and I can see the student and the computer screen.

[Text box for proctors to sign their names]

#### **LOCATION**

This exam must be proctored in a public place, such as a library, church, school, or university, unless you have permission from Williamsburg to proctor in a private location. Please explain where you are proctoring:

- A. Place (Westview Library, Northfield Church, etc.): [text box]
- B. City: [text box]
- C. State: [text box]
- D. Zip: [text box]
- E. My phone number [text box]
- F. My email [text box]

#### **PROCTOR RESPONSIBILITIES**

Do the following for all exams, unless instructed otherwise in the specific ground rules listed in the next section:

- A. Ask the student for his/her cell phone, and hold it during the assessment
- B. Hold all backpacks, books, and anything else not directly on the student's person until the assessment is over.
- C. Ensure the student does not access the internet or other resources during the assessment.

Here are the rules for this specific assessment: [copy ground rules from quiz instructions below]

#### **IF A PROBLEM ARISES**

Email the mentor of the class if you experience any technical glitches. The student will know the mentor's email address.

### STUDENT INSTRUCTIONS

This is a proctored assessment. Your proctor must complete the Proctor Agreement [[hyperlink to Proctor Assignment](#)] before you can begin this assessment. Here's what you need to know about proctored assessments:

- A. Your proctor must not be a student, personal friend or relative
- B. You must take this assessment in a public place, such as a library, church, school, or university.
- C. Your proctor must be able to see you and your computer screen during the entire assessment period.
- D. If finding a proctor who meets these criteria poses a unique hardship for you, contact your mentor.

**Addendum 2: Section A.4 from LAN Charter Application on Assessment**

**Section A.4**

*Assessment and Accountability*

**Required Element A.4.1:** See attachment.

**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 Williamsburg Educational Services 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 following chart has been established to determine our overall success.

<b>Outcome</b>	<b>How We Define Success</b>	<b>How We Measure Success</b>
Learn & Understand	Students will learn and understand at least 70% of the knowledge outcomes in every course.	Every course has at least one assignment type that measures content knowledge. The grading rubric we use for every assignment that measures content knowledge is:  Honors: 10 High Pass: 9 Pass: 8 Low Pass: 7 Do Again: 0  Students must achieve 70% or above to pass an assignment and a course.  Assignment types that measure content knowledge include: - Oral, Written and Project-based Assignments, Quizzes & Exams - Study Guides - Reading Guides - Journal

<b>Think</b>	<b>Students will be able to analyze, critique and defend a position.</b>	<ul style="list-style-type: none"> <li>- Debate Discussions</li> <li>- Study Guides</li> <li>- Math &amp; Science Treatises</li> <li>- Student Presentations</li> <li>- Oral, Written and Project-based Assessments</li> <li>- Simulations</li> <li>- Essays</li> </ul>
<b>Apply</b>	<b>Students will apply academic knowledge and skills to their personal lives and leadership.</b>	<ul style="list-style-type: none"> <li>- Oral, Written and Project-based Assessments</li> <li>- Socratic Discussions</li> </ul>
<b>Historical Context</b>	<b>Students will be able to examine ideas in their historical context.</b>	<ul style="list-style-type: none"> <li>- Math &amp; Science Treatises</li> <li>- Historical Presentations</li> </ul>
<b>Actively Read</b>	<b>Students will be able to outline the structural form of a reading, identify and interpret the author's arguments and messages and thoughtfully critique them.</b>	<ul style="list-style-type: none"> <li>- Reading Guides</li> </ul>
<b>Conceptualize</b>	<b>Students will be able to conceptualize and reorganize information into new patterns.</b>	<ul style="list-style-type: none"> <li>- Diagrams</li> <li>- Creative Works</li> <li>- Student Presentations</li> </ul>
<b>Commit</b>	<b>Students will make and keep commitments.</b>	<ul style="list-style-type: none"> <li>- Student Accountability Reports</li> <li>- Pod Meetings with Mentor</li> </ul>
<b>Manage Time &amp; Energy</b>	<b>Students will be able to manage their time and energy effectively.</b>	<ul style="list-style-type: none"> <li>- Student Accountability Reports</li> <li>- Pod Meetings with Mentor</li> </ul>
<b>Assimilate</b>	<b>Students will be able to assimilate relevant data from masses of information.</b>	<ul style="list-style-type: none"> <li>- Study Guides</li> <li>- Diagrams</li> <li>- Student Presentations</li> </ul>
<b>College</b>	<b>Students will identify, prepare for and be admitted to the college program right for them.</b>	<ul style="list-style-type: none"> <li>- College Leadership Project</li> </ul>
<b>Respect</b>	<b>Students will treat others with humility and humanity.</b>	<ul style="list-style-type: none"> <li>- Simulations</li> <li>- Group Projects</li> <li>- Socratic Discussions</li> <li>- Debate Discussions</li> <li>- Primer Discussions</li> </ul>
<b>Relationships</b>	<b>Students will identify, improve and develop key relationships in their lives.</b>	<ul style="list-style-type: none"> <li>- Social Leadership A</li> </ul>



Serve	Students will use their time and energy for the benefit of others.	- Social Leadership B - Encouragement Discussions
Understand & Empathize	Students will understand and empathize with viewpoints and worldviews different from their own.	- Debate Discussions
Build	Students will build others because they want them to succeed. Students will build themselves by doing hard things.	- Social Leadership B

**State Assessment:**

In compliance with state statues and regulations: NAC 386.150(7), NAC 389.048-.083, NRS 385.347, NRS 386.550(1)(g) and (h), Leadership Academy of Nevada will administer all necessary state assessment exams. The results of which will be used to analyze, evaluate, and improve both student and school achievement.

**National Assessment:**

To assist us in evaluating the formative progress and summative results of our students, we have chosen to administer EXPLORE, PLAN, and the ACT from ACT's College and Career Readiness System.

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's not about the institution; it's about individual student growth. With that in mind, feedback is not advice...It's 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.

How We Measure Student Improvement:

<b>What We Measure</b>	<b>How We Measure It</b>
ACT / SAT, CRT and HSPE scores	Results from ACT / SAT, CRT, HSPE
College admissions	Graduate interviews
Course completion	Generated SIS reports each semester
Student leadership progress, per parents' opinions	Parent surveys
Student leadership progress, per students' opinions	Student surveys
Parent satisfaction	Parent surveys
Student satisfaction	Student surveys
Student involvement in community	<ul style="list-style-type: none"> <li>- Participation in leadership and class pods</li> <li>- Participation in class discussion and posting boards</li> <li>- Participation in school activities and events (whether electronically or physically)</li> </ul>
Student personal development and responsibility	<ul style="list-style-type: none"> <li>- Awareness of and respect of others</li> <li>- Ability to work alone and in teams</li> <li>- Consistency of academic work</li> <li>- Perseverance in difficult tasks</li> <li>- Accept personal responsibility</li> </ul>
Student patterns and abilities	<ul style="list-style-type: none"> <li>- Daily class participation</li> <li>- Timely class arrival and departure</li> <li>- Proper balance of school responsibilities with other demands (personal, family, social)</li> <li>- Effective use of technology</li> <li>- Intelligible multimedia presentations</li> <li>- Attention to laws of physical, emotional, and social health</li> </ul>
Meet high expectations of behavior and performance	<ul style="list-style-type: none"> <li>- Interact maturely with others</li> <li>- Proper courtesy for mentors, fellow students,</li> </ul>

	parents, staff, and administration - Conduct themselves with integrity - Present best effort in assignments and participation - Be focused and engaged during class time
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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.

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 LAN 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, Governing Board, and Williamsburg Academy 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, Nevada Department of Education, and various other public, private, and homeschooling organizations throughout the state.

#### **Required Element A.4.5:**

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", Williamsburg Academy, 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.
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:

- Every class has a class president. Class presidents are responsible for reaching out to struggling students and reporting to the mentor.
- Every student is strongly encouraged to take a leadership class each semester. In leadership classes, every student is part of a pod of 10 students, led by a teaching assistant. This small group atmosphere is highly conducive to discovering and addressing student difficulties.
- Every mentor holds office hours each week, which are open to all students.
- Every student can access academic counseling from his mentor whenever needed.
- Mentors are especially mindful of struggling students when it comes to communications, 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 LAN or through an accredited summer school institution with the payment of a tuition fee.

**Attachment A.4.1**

**Assessment Plan**

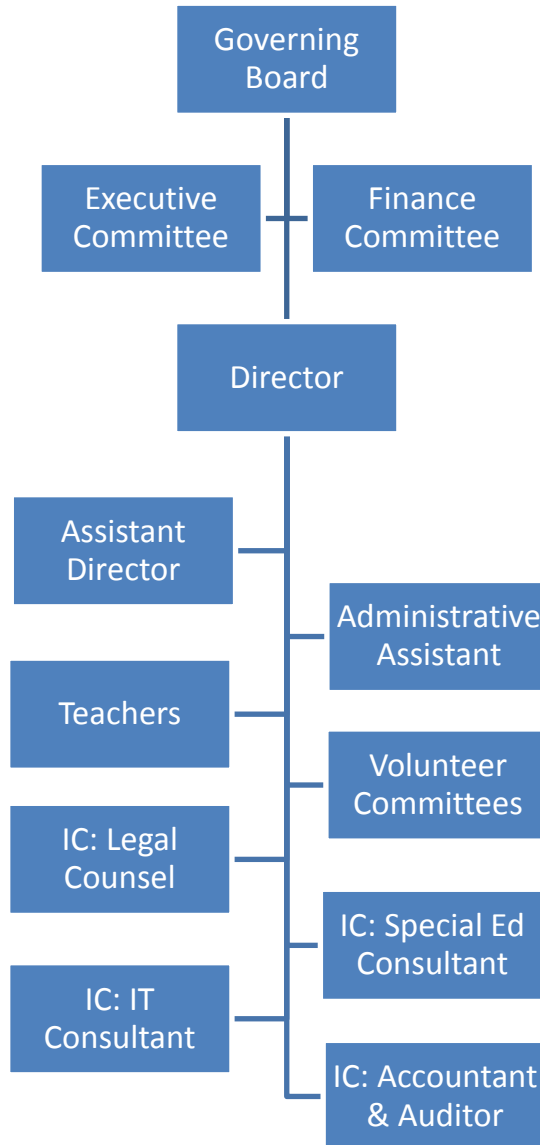
<b>Grade</b>	<b>Assessment</b>	<b>Date / Windows</b>			
6	CRT	150th Day of Instruction +/- 10 Days (Mar. 3 - 28)			
7	CRT	150th Day of Instruction +/- 10 Days (Mar. 3 - 28)			
8	CRT	150th Day of Instruction +/- 10 Days (Mar. 3 - 28)			
8	Writing	Jan. 27 – Feb. 28			
8	ACT: Explore			May. 2	
9	ACT: Explore			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		
11	ACT			Apr. 12	
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
12	ACT			Sept. - Apr.	

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 B.3.3

**Attachment B.3.3**

**Organization Chart**







# Attachment B.3.10

### **Attachment B.3.10**

Application to Limit the Number of Pupils Enrolled  
In a Charter School  
Pursuant to NAC 386.353(1)(c)

In general, a charter school, as a public school, must enroll pupils and begin providing instruction to them at the time they seek enrollment. Charter schools, as public schools, in general may not “close” enrollment, and may not defer enrollment or provision of instruction to some future date.

However, NAC 386.353(1)(c) clarifies how a **distance education** charter school, under certain circumstances, may limit enrollment to “a specified number of pupils.” One of the methods by which a **distance education** charter school may limit enrollment to a specified number of pupils is by obtaining written permission from the Superintendent of Public Instruction (Superintendent). This document is the NAC 386.353(5) “form prescribed by the Superintendent of Public Instruction” that must be submitted to the Superintendent for:

1. Written permission to limit the enrollment to “a specified number of pupils”; or
2. A waiver from the requirement to enroll a pupil from the school’s enrollment waiting list.

This application must be submitted to the Superintendent **not later than the first day of the school year**, and must be resubmitted annually for any school year the school wishes to limit the number of pupils enrolled.

- Name of charter school submitting this application: **Leadership Academy of Nevada**
- Date of application submission: **28 August 2012**
- Date of Governing Body meeting at which action was taken to identify whether the application is for:
  1. Permission to limit enrollment to a specified number, and determination of what that number is; or
  2. A waiver from the requirement to enroll a pupil from the enrollment waiting list.

**Meeting date: 21 August 2012**

Check one, A or B, below: **We are requesting both A and B.**

- A. This is an application for written permission from the Superintendent of Public Instruction to limit the enrollment of pupils in the charter school to a *specified number of pupils*.

**That number is 300 for the 2013 – 14 year**

OR

- B. This is an application for a waiver from the Superintendent of Public Instruction from the requirement to enroll a pupil from the school's enrollment waiting list.

Attach to this application:

- Documentation that the charter school has entered into an agreement with a provider of software for a program of education used in the school (**see Section B.3.1.1c**),

AND

- Documentation which demonstrates that the enrollment of additional pupils in the school will be an undue financial burden on the school; if this is a request for a waiver (B, above), the documentation required under this part must clarify that the software provider charges the school whenever a new pupil enrolls regardless whether the overall number of pupils (due to one pupil withdrawing from the school and another from the enrollment waiting list enrolling in the school) remains the same (**see Section B.3.1.1c**).

Submission of this application to the Superintendent is authorized by the President of the charter

School's Governing Body (print name): **VALERIE BLAKE**  
**Chair of the Committee to Form  
Leadership Academy of Nevada**

Governing Body President's signature: Valerie Blake

Date of signature: 8-23-24

# Attachment B.3.11

## **Attachment B.3.11**

### **The Lottery System**

The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.
3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.
4. Pupils who seek enrollment after the lottery in 2 and 3 above is conducted (after the window closes) will be added to the enrollment waiting list, but are not immediately assigned to an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able to continue their schooling at the school. Our School may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level once enrolled in the school.
6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
7. As space becomes available, pupils from the waiting list will be enrolled in the school.
8. The waiting list enrollment order will be determined by lottery.
9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.

11. Our school will not “close enrollment” except as described in *NAC 383.353*. Enrollment is always “open” in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the School or grade is “full” per *NAC 386.353*. Pupils will be chosen for enrollment from the waiting list as described above.
12. The Committee to Form our school includes a person who intends to enroll their child in the school, knowing that the luck of the lottery may preclude the child’s enrollment; the same applies to our school’s first Board which will be formed before the school’s first enrollment will be determined. If the lottery determines that the person’s child cannot get into the school, the Board will add the parent of a child who did make it into the school. The first “parent” need not necessarily leave the Board, all other requirements and restrictions considered, but the Board will include the parent of an enrolled child once the Board knows who is enrolled in the school.
13. If/when we add new, higher grades, the pupils in our school’s formerly highest grade will automatically be enrolled in the school’s new next grade.

# Attachment B.3.12



## Attachment B.3.12

### **Williamsburg Educational Services, Inc.**

Following are the answers to questions posed in the Nevada Model Charter School Application regarding the entities which helped us prepare our application. In this case, it is Williamsburg Educational Services, Inc. (“WES”).

- A. This application was prepared with assistance from Williamsburg Educational Services, LLC, a Utah-based educational management company that the Committee to Form intends to use as the school’s EMO.
  
- B. Williamsburg Educational Services is a new company formed in 2012 for the purpose of assisting Leadership Academy of Nevada (“School”). Ms. Valerie Blake, chair of the Committee to Form the School, approached Mr. James Ure and Mr. N. Peter Jensen in the spring of 2012. James and Pete are owners of Williamsburg Academy ([williamsburgacademy.org](http://williamsburgacademy.org)), an accredited online high school. Williamsburg Academy’s accreditation agency is AdvancEd/NWAC. For reference, contact Dr. Ray Lindley, 503-551-0191, [rlindley@advanc-ed.org](mailto:rlindley@advanc-ed.org). Although Williamsburg Educational Services is a new company, Williamsburg Academy has a history of working with charter schools and school districts as a vendor.

Below is a list of references for schools/districts that work with Williamsburg Academy.

- a. Galena School District in Alaska (known as IDEA); vendor since 2010. Contact: Carol Simpson, 907-235-85910, [carol.simpson@ideafamilies.org](mailto:carol.simpson@ideafamilies.org), P.O. Box 299, Galena, Alaska, 99741.
  
- b. Innovative Education Management, Inc., which manages four virtual charter schools in California; vendor since 2011. Contact: Debi Mann, 530-295-3566, [vendorrelations@ieminc.org](mailto:vendorrelations@ieminc.org), 4535 Missouri Flat Road, Suite 1-A, Placerville, California, 95667.
  
- c. My Tech High, which manages distance-education programs for charter schools in Utah and California; vendor since 2012. Contact: Matt Bowman, 801-319-3518, [bowman@mytechhigh.com](mailto:bowman@mytechhigh.com), 654 North 800 East, Suite 424, Spanish Fork, Utah 84660.
  
- d. Harmony Educational Services, which manages several charter schools in Utah; vendor since 2011. Contact: Alen Howard, 801-376-4037, [ahoward@harmonyed.com](mailto:ahoward@harmonyed.com), 32 West Center Street, Provo, Utah 84601.
  
- e. Frontier Charter School in Alaska; vendor since 2010. Contact: Scott Grant, 907-742-1184, [grant\\_scott@asdk112.org](mailto:grant_scott@asdk112.org), 400 West Northern Lights Boulevard, Suite 4, Anchorage, Alaska 99503.

- C. For the dates on which Williamsburg Academy was first affiliated with these schools, see #B above.
- D. Williamsburg Academy is presently a vendor with all of the organizations listed above.
- E. Not applicable.
- F. Qualifications for James Ure and N. Peter Jensen follow:
- a. James Ure, Headmaster: James received a BA in English and a JD from South Texas College of Law. Although he is an attorney by education, he's an educator at heart. James is the principal creator of Williamsburg Academy's curriculum, and directs all of the school's curriculum and instruction.
  - b. N. Peter Jensen, CEO: Pete earned a BA in Liberal Arts and an MBA from the Acton School of Business in Austin, Texas. Pete handles the technology, finances, and business systems for Williamsburg.
  - c. Together, James and Pete have done the following:
    - i. Founded Williamsburg Academy Online High School in 2008;
    - ii. Grown the student body from 25 the first year to over 600 in 2012;
    - iii. Created a unique curriculum that combines widespread use of classical works with technology;
    - iv. Accredited by AdvancED/NWAC since 2008;
    - v. Over 95 percent of parents and students who responded to surveys would recommend Williamsburg Academy to a friend or family member;
    - vi. Partnered with several charter schools/school districts as a curriculum vendor, making our courses available to their students; and
    - vii. Recruited and trained a staff of 20-plus mentors; and 8) Have no long-term debt and no investors so that we can always do what's best for the students

# Attachment B.4.10

## **Attachment B.4.10**

### **Evaluation of Teachers**

To provide for an objective performance evaluation system and as per *NRS 391.3125* and *NRS 386.050*, the procedure for evaluating teachers will be as follows:

1. This purpose of this evaluation is to determine if the teacher is highly effective, effective, minimally effective, or ineffective, and to provide a format for constructive assistance.
2. A conference and written evaluation for teachers will be held on the following basis:
  - a. Probationary teachers will be evaluated three times during each school year with the length and frequency of each evaluation, and the administrator of each evaluation, as set forth in *NRS 391.3125*.
  - b. Post-probationary teachers will be evaluated at least one time during each school year, with the length of each evaluation and frequency of each evaluation, and the administrator of each evaluation, as set forth in *NRS 391.3125*.
3. At least 50 percent of all evaluations will be based on measuring improvement in pupil achievement through the following tools:
  - a. Comparing the academic achievement, rate of attendance, and rate of graduation with other students in the state of Nevada.
  - b. Analyzing the results of individual pupils on assessments provided and administered by each class and the School.
  - c. Identifying which teachers are assigned to individual pupils.
4. The evaluation of a probationary or postprobationary teacher will include, without limitation, those requirements set forth in *NRS.391.3125 5 (a through h)*.
5. Within 15 days after the evaluation, a copy of such will be given to the teacher who was evaluated. Additionally, a copy of the evaluation and the teacher's response to the evaluation will be added to the teacher's personnel file.
6. As requested by the teacher, a reasonable effort will be made by the School administration to correct the deficiencies noted in the teacher's evaluation.

# Attachment B.4.11

## Attachment B.4.11

### **Charter School Administrator Job Description**

Organization:	Leadership Academy of Nevada
Position:	Administrator
Location:	Las Vegas, Nevada
Reports To:	Governing Board
Salary:	Commensurate with experience; with benefits
Optimal Start Date:	February 1, 2013
Work Year:	Twelve calendar months
Website:	<a href="http://www.leadershipacademynv.org">www.leadershipacademynv.org</a>

### RESPONSIBILITIES

The Administrator will be responsible for the following:

- Develop and refine strategic goals, with the Governing Board, to achieve its mission and vision, establish clear benchmarks, and track and measure progress.
- Financial: Oversee the fiscal health of the school for effective operation and long-term sustainability through: Accurate bookkeeping and accounting practices, managing, preparing, and updating quarterly and annual budgets, facilitating an annual financial audit, and develop adequate revenue sources through diverse funding streams (federal, state, local, stakeholders, parents, and philanthropic support).
- EMO and ESP: Establish and maintain a working relationship with Williamsburg Educational Services to integrate, monitor, and support their role as they provide teachers, curricula, and testing.
- Human Relations: Recruit, develop, manage, supervise, and support school leadership, faculty, staff, and volunteers in all aspects of their work. Develop and implement incentive programs as needed and/or desired.
- Student Relations: Facilitate and supervise the enrollment process, orient new students and parents, develop and maintain relationship with students individually and the student body as a whole, and develop and implement incentive programs. As special needs arise, work with students, parents, and consultants to facilitate the appropriate service that best meets that child's needs.
- Government Relations: Ensure compliance with statutory regulations in all areas of the school. Facilitate all required renewals, site inspections, charter stipulations, and reporting requirements. Coordinate with the Governing Board advocacy work on behalf of Nevada charter schools and represent the school as needed. Establish and maintain a relationship with the Nevada State Public Charter School Authority.
- Community Relations: Represent and advocate for the school with all public and private partners including, but not limited to: State and local leadership, school faculty and staff, students, parents, as well as community organizations and members.
- Public Relations: Represent and advocate for the school in person and through media and print materials as needed and/or desired.

- Assessments: Facilitate and supervise all assessment measures required by the state and/or desired by the Governing Board. Prepare reports and submit as required.
- Property: Maintain the facility as required and comply with all safety regulations and requirements. Supervise the purchase and maintenance of supplies and equipment for the faculty, staff, and students.
- Inform and ensure that the Governing Board has the necessary information to effectively perform its duties and responsibilities.

## QUALIFICATIONS

- An understanding of, alignment with, and a commitment to the school's mission and vision.
- A minimum of five years of successful management experience, preferably educational.
- A graduate degree from a postsecondary institution.
- A track record of developing and securing resources through philanthropy and other funding opportunities and strategic partnerships.
- A track record of successful running and managing the finances of an organization, preferably educational.
- Proven capacity for leadership including ability to effectively assemble, supervise, and motivate a team of professionals to achieve ambitious and measurable results.
- Ability to develop meaningful relationships with youth, parents, community members, and government leaders.

# Attachment B.4.12



## **Attachment B.4.12**

### **Procedure for Hiring Staff**

The procedure for hiring all senior-level administrative positions will be as follows:

1. The Board will create a job description for all senior-level administrative positions, including, but not limited to the Administrator.
2. The Board will post the open position in a public domain using local, state, national, and professional association databases.
3. All applicants must complete and submit an employment application to be considered for employment.
4. Senior level administrative positions require submission of a resume, three professional references, transcripts showing the degree posted (as required by the job description), and copies of licensure (as required by the job description).
5. Following the review of all completed application packets, one or two members of the Board will interview selected candidates and verify their references. The Board may also invite WES staff to participate in interviews and give recommendations.
6. The initial 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 initial interviews, the candidates will be narrowed down to two or three finalists.
8. A second, more lengthy in-person and in-depth interview will be conducted by all available members of the Board.
9. Following the second interview, a candidate may be selected and offered employment.
10. If a candidate is not chosen, then the hiring process may start anew or new applicants may be drawn from the original pool.

# 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 will create a job description for all faculty and staff positions.
2. The Administrator will post the open position in a public domain using local, state, national, and professional association databases.
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.
5. Following the review of all completed application packets, the Administrator will interview selected candidates and verify their references. The Board and/or Administrator may also invite WES staff to participation 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.
8. If a candidate is not chosen, then the hiring process may start anew or new applicants may be drawn from the original pool.
9. The Administrator notifies the Board of the hire at the next board meeting. The board reserves the right to override the Administrator 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.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 TENTATIVE  
budget for the fiscal year ending June 30, 2014

This budget contains 1 governmental fund types with estimated expenditures of \$ 1,837,827 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	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
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	Use rates below: Reference amounts for #12 Estimate: "Outside Revenue"
School District				
Carson City	\$ 6,109	0.0	\$0	\$ 1,110
Churchill	\$ 6,152	0.0	\$0	\$ 1,070
Clark	\$ 5,257	300.0	\$1,577,100	\$ 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		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 (Should be 0 or 1 maximum - see prior year allotment)

- X 39,768 amount per unit \$0

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	(1)	(2)	(3)	(4)	(4)
Leadership Academy of Nevada REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING 06/30/14		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>1000 LOCAL SOURCES</b>					
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-Relmbursable Progrm					
1630 Special Functions					
1650 Dally Sales - Summer Food Program					
1700 Direct Activitles					
1800 Community Service Activitles					
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					
<b>TOTAL LOCAL SOURCES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>3000 REVENUE FROM STATE SOURCES</b>					
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					
<b>TOTAL STATE SOURCES</b>	<b>0</b>	<b>0</b>	<b>1,886,100</b>	<b>0</b>	<b>0</b>

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

REVENUE	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
<b>4000 FEDERAL SOURCES</b>					
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					
<b>TOTAL FEDERAL SOURCES</b>	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
<b>5000 OTHER FINANCING SOURCES</b>					
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					
<b>6000 Other Items</b>					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
<b>TOTAL OTHER SOURCES</b>	0	0	0	0	0
<b>8000 OPENING FUND BALANCE</b>					
Reserved Opening Balance			0		
Unreserved Opening Balance			0		
<b>TOTAL OPENING FUND BALANCE</b>	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
<b>TOTAL ALL RESOURCES</b>	0	0	1,886,100	0	0



Leadership Academy of Nevada Form 4  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
<b>100 REGULAR PROGRAMS</b>					
1000 Instruction					
100 Salaries			75,000		
200 Benefits			19,823		
300/400/500 Purchased Services			1,077,000		
600 Supplies			131,000		
700 Property					
800 Other			65,000		
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					
<b>100 TOTAL REGULAR PROGRAMS</b>	0	0	1,367,823	0	0
<b>140 Summer School for Reg Programs</b>					
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					
<b>140 TOTAL Summer School - Reg Prog</b>	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) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
<b>200 SPECIAL PROGRAMS</b>					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			39,500		
600 Supplies			10,700		
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					
<b>200 SPECIAL PROGRAMS</b>	0	0	50,200	0	0
<b>240 Summer School for Special Programs</b>					
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					
<b>240 TOTAL Summer School - Spec Prog</b>	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 01/00/00 FINAL APPROVED	AMENDED FINAL APPROVED
<b>270 Gifted and Talented Programs</b>					
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					
<b>270 TOTAL Gifted &amp; Talented Programs</b>	0	0	0	0	0
<b>300 Vocational &amp; Technical Programs</b>					
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					
<b>300 Total Vocational &amp; Technical Prog</b>	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		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	01/00/00	AMENDED FINAL APPROVED
<b>340 Summer School for Voc &amp; Tech</b>						
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						
<b>340 Total Summer School for Voc &amp; Tech</b>	0	0	0	0	0	0
<b>420 English for Speakers of Other Lang</b>						
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						
<b>420 Total Speakers of Other Lang</b>	0	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	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>440 Summer School for Other Inst Prog</b>					
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					
<b>440 Total English - Summer School for Other Inst</b>	0	0	0	0	0
<b>490 Other Instructional Programs</b>					
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					
<b>490 Total Other Instructional Programs</b>	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 06/30/14 FINAL APPROVED	AMENDED FINAL APPROVED
<b>800 Community Services Programs</b>					
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					
<b>800 Total Community Services Programs</b>	0	0	0	0	0
<b>900 Co-curricular &amp; Extra-Curricular</b>					
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					
<b>900 Co-curricular &amp; Extra-Curricular</b>	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	BUDGET YEAR ENDING 06/30/14		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>000 UNDISTRIBUTED EXPENDITURES</b>					
<b>2100 Support Services-Students</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2100 SUBTOTAL</b>	0	0	0	0	0
<b>2200 Support Services-Instruction</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2200 SUBTOTAL</b>	0	0	0	0	0
<b>2300 Support Services-Gen Admin</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2300 SUBTOTAL</b>	0	0	0	0	0
<b>2400 Support Serv-School Admin</b>					
100 Salaries			106,250		
200 Benefits			34,582		
300/400/500 Purchased Services			86,872		
600 Supplies			12,450		
700 Property					
800 Other			15,000		
<b>2400 SUBTOTAL</b>	0	0	255,154	0	0
<b>2500 Central Services</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			111,000		
600 Supplies					
700 Property					
800 Other					
<b>2500 SUBTOTAL</b>	0	0	111,000	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/12	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 06/30/14		(5) AMENDED FINAL APPROVED
			(4) TENTATIVE APPROVED	(4) FINAL APPROVED	
<b>2600 Operating/Maintenance Plant Service</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			38,650		
600 Supplies			15,000		
700 Property					
800 Other					
<b>2600 SUBTOTAL</b>	0	0	53,650	0	0
<b>2700 Student Transportation</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2700 SUBTOTAL</b>	0	0	0	0	0
<b>2900 Other Support (All Objects)</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2900 SUBTOTAL</b>	0	0	0	0	0
<b>2000s TOTAL SUPPORT SERVICES</b>	0	0	419,804	0	0
<b>3100 Food Service</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>3100 TOTAL FOOD SERVICES</b>	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 06/30/14 FINAL APPROVED	AMENDED FINAL APPROVED
<b>4100 Land Acquisition</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4100 SUBTOTAL</b>	0	0	0	0	0
<b>4200 Land Improvement</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4200 SUBTOTAL</b>	0	0	0	0	0
<b>4300 Architecture/Engineering</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4300 SUBTOTAL</b>	0	0	0	0	0
<b>4400 Educational Specifications Dev</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4400 SUBTOTAL</b>	0	0	0	0	0
<b>4500 Building Improvement</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4500 SUBTOTAL</b>	0	0	0	0	0
<b>4600 Site Improvement</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4600 SUBTOTAL</b>	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 06/30/14 FINAL APPROVED	AMENDED FINAL APPROVED
<b>4700 Building Improvement</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4700 SUBTOTAL</b>	0	0	0	0	0
<b>4900 Other (All Objects)</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4900 SUBTOTAL</b>	0	0	0	0	0
<b>4000s TOTAL FACILITIES ACQUISITION AND</b>	0	0	0	0	0
<b>5000 Debt Service</b>					
<b>000 EXPENDITURES</b>	0	0	419,804	0	0
<b>TOTAL ALL EXPENDITURES</b>	0	0	1,837,827	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX		0		
<b>8000 ENDING FUND BALANCE</b>					
Reserved Ending Balance					
Unreserved Ending Balance			48,273		
<b>TOTAL ENDING FUND BALANCE</b>	0	0	48,273	0	0
<b>TOTAL APPLICATIONS</b>	0	0	1,886,100	0	0
<b>CHECKS:</b>					
Contingency cannot exceed:	XXXXXXXX	0	55,135	0	0
Calculated Total Ending Fund Balance:	0	0	48,273	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

Form 4 Expenditures

6/21/2012

<b>TENTATIVE BUDGET 2013-2014</b>				
	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
<b>PROGRAM EXPENDITURES</b>				
100 Regular	75,000	19,823	1,273,000	1,367,823
200 Special	0	0	50,200	50,200
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
<b>PROGRAM TOTALS</b>	<b>75,000</b>	<b>19,823</b>	<b>1,323,200</b>	<b>1,418,023</b>
<b>000 Undistributed Expenditures</b>				
2000 Support Services	106,250	34,582	278,972	419,804
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				48,273
<b>UNDISTRIBUTED TOTALS</b>	<b>106,250</b>	<b>34,582</b>	<b>278,972</b>	<b>468,077</b>
<b>TOTAL ALL FUNDS TENTATIVE</b>	<b>181,250</b>	<b>54,405</b>	<b>1,602,172</b>	<b>1,886,100</b>
<b>FINAL BUDGET 2013-2014</b>				
	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
<b>PROGRAM EXPENDITURES</b>				
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
<b>PROGRAM TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>000 Undistributed Expenditures</b>				
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
<b>UNDISTRIBUTED TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL ALL FUNDS FINAL BUDGET</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>FINAL BUDGET - AMENDED</b>	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
<b>PROGRAM EXPENDITURES</b>				
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
<b>PROGRAM TOTALS</b>	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
<b>UNDISTRIBUTED TOTALS</b>	0	0	0	0
<b>TOTAL ALL FUNDS FINAL BUDGET</b>	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
<b>1000</b>	<b>LOCAL SOURCES</b>				
1300	Tuition				
1400	Transportation Fees				
1500	Investment Income				
1600	Food Services				
1700	Direct Activities				
1800	Community Service Activities				
1900	Other Revenues				
	<b>TOTAL LOCAL SOURCES</b>	0	0	0	0
<b>3000</b>	<b>REVENUE FROM STATE SOURCES</b>				
3100	Unrestricted Grants-in-Aid				
3200	State Govt Restricted Funding				
	<b>TOTAL STATE SOURCES</b>	0	0	0	0
<b>4000</b>	<b>FEDERAL SOURCES</b>				
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				
	<b>TOTAL FEDERAL SOURCES</b>	0	0	0	0
<b>5000</b>	<b>OTHER FINANCING SOURCES</b>				
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				
<b>6000</b>	<b>Other Items</b>				
	<b>TOTAL OTHER SOURCES</b>	0	0	0	0
<b>8000</b>	<b>OPENING FUND BALANCE</b>				
	Reserved Opening Balance				
	Unreserved Opening Balance				
	<b>TOTAL OPENING FUND BALANCE</b>	0	0	0	0
	<b>TOTAL ALL RESOURCES</b>	0	0	0	0

Form 6 Proprietary/Enterprise  FUNCTION / OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/08	ESTIMATED  CURRENT YEAR ENDING 06/30/09	BUDGET YEAR ENDING 06/30/10	
			TENTATIVE APPROVED	FINAL APPROVED
<b>EXPENSES</b>				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
<b>SUBTOTAL INSTRUCTION EXPENSES:</b>	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
<b>SUBTOTAL SUPPORT EXPENSES:</b>	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
<b>SUBTOTAL FOOD SERVICE EXPENSES:</b>	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
<b>SUBTOTAL FOOD SERVICE EXPENSES:</b>	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
<b>SUBTOTAL OTHER SERVICES</b>	0	0	0	0
<b>TOTAL EXPENSES</b>	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
<b>TOTAL ENDING FUND BALANCE</b>	0	0	0	0
<b>TOTAL APPLICATIONS</b>	0	0	0	0

ALL EXISTING OR PROPOSED

\* - Type - use codes 1-11

- 1 - General Obligation Bonds
- 2 - G. O. Revenue Supported Bonds
- 3 - G. O. Special Assessment Bonds
- 4 - Revenue Bonds
- 5 - Medium-Term Financing

- 6 - Medium-Term Financing - Lease Purchase
- 7 - Capital Leases
- 8 - Special Assessment Bonds
- 9 - Mortgages
- 10 - Other (Specify Type)
- 11 - Proposed (Specify Type)

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2012	(9) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/14		(11) (9) + (10) TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
N/A										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
<b>TOTAL ALL DEBT SERVICE</b>			<b>\$0</b>				<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

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
<b>REVENUES</b>		<b>Revenue</b>				
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	561	511	562	512
100 - Regular Programs					
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
<b>TOTALS</b>		\$0	\$0	\$0	\$0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014



Leadership Academy of Nevada

FUND TRANSFERS 2013-2014 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

**LOBBY EXPENSES 2013-2014**

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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 **TENTATIVE**  
budget for the fiscal year ending June 30, 2015

This budget contains 1 governmental fund types with estimated expenditures of \$ 3,052,408 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	5,257			
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"
<u>School District</u>				
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	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 \$ 3,143,500.00	Hold Harmless-#10 \$ -
14. Estimated number of special education program units _____ (Should be 0 or 1 maximum - see prior year allotment)				
X 39,768 amount per unit			\$ 0	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			Total Weighted \$ 3,143,500.00	Hold Harmless \$ -

Fiscal Year 2014-2015 Charter School Leadership Academy of Nevada

Form 3 Leadership Academy of Nevada 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		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>1000 LOCAL SOURCES</b>					
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 Revenue from Local Govmt Units other than School Districts					
1200 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 Program					
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					
<b>TOTAL LOCAL SOURCES</b>	0	0	0	0	0
<b>3000 REVENUE FROM STATE SOURCES</b>					
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					
<b>TOTAL STATE SOURCES</b>	0	1,886,100	3,143,500	0	0

REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>4000 FEDERAL SOURCES</b>					
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					
<b>TOTAL FEDERAL SOURCES</b>	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>5000 OTHER FINANCING SOURCES</b>					
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					
<b>6000 Other Items</b>					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
<b>TOTAL OTHER SOURCES</b>	0	0	0	0	0
<b>8000 OPENING FUND BALANCE</b>					
Reserved Opening Balance			0		
Unreserved Opening Balance		0	48,273		
<b>TOTAL OPENING FUND BALANCE</b>	0	0	48,273	0	0
Prior Period Adjustments					
Residual Equity Transfers					
<b>TOTAL ALL RESOURCES</b>	0	1,886,100	3,191,773	0	0

Leadership Academy of Nevada Form 4  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 06/30/15 FINAL APPROVED	AMENDED FINAL APPROVED
<b>100 REGULAR PROGRAMS</b>					
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					
<b>100 TOTAL REGULAR PROGRAMS</b>	0	1,367,823	2,404,692	0	0
<b>140 Summer School for Reg Programs</b>					
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					
<b>140 TOTAL Summer School - Reg Prog</b>	0	0	0	0	0



Leadership Academy of Nevada  PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
<b>200 SPECIAL PROGRAMS</b>					
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					
<b>200 SPECIAL PROGRAMS</b>	0	50,200	78,300	0	0
<b>240 Summer School for Special Programs</b>					
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					
<b>240 TOTAL Summer School - Spec Prog</b>	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	01/00/00 AMENDED FINAL APPROVED
<b>270 Gifted and Talented Programs</b>					
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					
<b>270 TOTAL Gifted &amp; Talented Programs</b>	0	0	0	0	0
<b>300 Vocational &amp; Technical Programs</b>					
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					
<b>300 Total Vocational &amp; Technical Prog</b>	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 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
<b>340 Summer School for Voc &amp; Tech</b>					
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					
<b>340 Total Summer School for Voc &amp; Tech</b>	0	0	0	0	0
<b>420 English for Speakers of Other Lang</b>					
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					
<b>420 Total Speakers of Other Lang</b>	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 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
<b>440 Summer School for Other Inst Prog</b>					
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					
<b>440 Total English - Summer School for Other Inst Prog</b>	0	0	0	0	0
<b>490 Other Instructional Programs</b>					
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					
<b>490 Total Other Instructional Programs</b>	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 06/30/15 FINAL APPROVED	AMENDED FINAL APPROVED
<b>800 Community Services Programs</b>					
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					
<b>800 Total Community Services Programs</b>	0	0	0	0	0
<b>900 Co-curricular &amp; Extra-Curricular</b>					
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					
<b>900 Co-curricular &amp; Extra-Curricular</b>	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
<b>000 UNDISTRIBUTED EXPENDITURES</b>					
<b>2100 Support Services-Students</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2100 SUBTOTAL</b>	0	0	0	0	0
<b>2200 Support Services-Instruction</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2200 SUBTOTAL</b>	0	0	0	0	0
<b>2300 Support Services-Gen Admin</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2300 SUBTOTAL</b>	0	0	0	0	0
<b>2400 Support Serv-School Admin</b>					
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		
<b>2400 SUBTOTAL</b>	0	255,154	286,316	0	0
<b>2500 Central Services</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services		111,000	194,000		
600 Supplies					
700 Property					
800 Other			40,000		
<b>2500 SUBTOTAL</b>	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) (4)		(5)
	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	
<b>2600 Operating/Maintenance Plant Service</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services		38,650	34,100		
600 Supplies		15,000	15,000		
700 Property					
800 Other					
<b>2600 SUBTOTAL</b>	<b>0</b>	<b>53,650</b>	<b>49,100</b>	<b>0</b>	<b>0</b>
<b>2700 Student Transportation</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2700 SUBTOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2900 Other Support (All Objects)</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2900 SUBTOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2000s TOTAL SUPPORT SERVICES</b>	<b>0</b>	<b>419,804</b>	<b>569,416</b>	<b>0</b>	<b>0</b>
<b>3100 Food Service</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>3100 TOTAL FOOD SERVICES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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
<b>4100 Land Acquisition</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4100 SUBTOTAL</b>	0	0	0	0	0
<b>4200 Land Improvement</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4200 SUBTOTAL</b>	0	0	0	0	0
<b>4300 Architecture/Engineering</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4300 SUBTOTAL</b>	0	0	0	0	0
<b>4400 Educational Specifications Dev</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4400 SUBTOTAL</b>	0	0	0	0	0
<b>4500 Building Improvement</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4500 SUBTOTAL</b>	0	0	0	0	0
<b>4600 Site Improvement</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4600 SUBTOTAL</b>	0	0	0	0	0



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
<b>4700 Building Improvement</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4700 SUBTOTAL</b>	0	0	0	0	0
<b>4900 Other (All Objects)</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4900 SUBTOTAL</b>	0	0	0	0	0
<b>4000s TOTAL FACILITIES ACQUISITION AND</b>	0	0	0	0	0
<b>5000 Debt Service</b>					
<b>000 EXPENDITURES</b>	0	419,804	569,416	0	0
<b>TOTAL ALL EXPENDITURES</b>	0	1,837,827	3,052,408	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX		90,000		
<b>8000 ENDING FUND BALANCE</b>					
Reserved Ending Balance					
Unreserved Ending Balance		48,273	49,365		
<b>TOTAL ENDING FUND BALANCE</b>	0	48,273	139,365	0	0
<b>TOTAL APPLICATIONS</b>	0	1,886,100	3,191,773	0	0
<b>CHECKS:</b>					
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

<b>TENTATIVE BUDGET 2014-2015</b>				
	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
<b>PROGRAM EXPENDITURES</b>				
100 Regular	121,500	34,392	2,248,800	2,404,692
200 Special	0	0	78,300	78,300
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
<b>PROGRAM TOTALS</b>	<b>121,500</b>	<b>34,392</b>	<b>2,327,100</b>	<b>2,482,992</b>
<b>UNDISTRIBUTED EXPENDITURES</b>				
000 Undistributed Expenditures				
2000 Support Services	99,000	30,246	440,170	569,416
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				90,000
8000 Ending Balance				49,365
<b>UNDISTRIBUTED TOTALS</b>	<b>99,000</b>	<b>30,246</b>	<b>440,170</b>	<b>708,781</b>
<b>TOTAL ALL FUNDS TENTATIVE</b>	<b>220,500</b>	<b>64,638</b>	<b>2,767,270</b>	<b>3,191,773</b>
<b>FINAL BUDGET 2014-2015</b>				
	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
<b>PROGRAM EXPENDITURES</b>				
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
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
<b>PROGRAM TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>UNDISTRIBUTED EXPENDITURES</b>				
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
<b>UNDISTRIBUTED TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL ALL FUNDS FINAL BUDGET</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>FINAL BUDGET - AMENDED</b>	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
<b>PROGRAM EXPENDITURES</b>				
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
<b>PROGRAM TOTALS</b>	0	0	0	0
<b>000 Undistributed Expenditures</b>				
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
<b>UNDISTRIBUTED TOTALS</b>	0	0	0	0
<b>TOTAL ALL FUNDS FINAL BUDGET</b>	0	0	0	0

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

Form 5 Exp Summary

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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
<b>1000</b>	<b>LOCAL SOURCES</b>				
1300	Tuition				
1400	Transportation Fees				
1500	Investment Income				
1600	Food Services				
1700	Direct Activities				
1800	Community Service Activities				
1900	Other Revenues				
<b>TOTAL LOCAL SOURCES</b>		0	0	0	0
<b>3000</b>	<b>REVENUE FROM STATE SOURCES</b>				
3100	Unrestricted Grants-in-Aid				
3200	State Govt Restricted Funding				
<b>TOTAL STATE SOURCES</b>		0	0	0	0
<b>4000</b>	<b>FEDERAL SOURCES</b>				
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				
<b>TOTAL FEDERAL SOURCES</b>		0	0	0	0
<b>5000</b>	<b>OTHER FINANCING SOURCES</b>				
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				
<b>6000</b>	<b>Other Items</b>				
<b>TOTAL OTHER SOURCES</b>		0	0	0	0
<b>8000</b>	<b>OPENING FUND BALANCE</b>				
	Reserved Opening Balance				
	Unreserved Opening Balance				
<b>TOTAL OPENING FUND BALANCE</b>		0	0	0	0
<b>TOTAL ALL RESOURCES</b>		0	0	0	0

Form 6 Proprietary/Enterprise	(1)	(2)	(3)	(4)
	ACTUAL PRIOR	ESTIMATED	BUDGET YEAR ENDING 06/30/10	
FUNCTION / OBJECT	YEAR ENDING	CURRENT	TENTATIVE	FINAL
	06/30/08	YEAR ENDING	APPROVED	APPROVED
		06/30/09		
<b>EXPENSES</b>				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
<b>SUBTOTAL INSTRUCTION EXPENSES:</b>	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
<b>SUBTOTAL SUPPORT EXPENSES:</b>	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
<b>SUBTOTAL FOOD SERVICE EXPENSES:</b>	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
<b>SUBTOTAL FOOD SERVICE EXPENSES:</b>	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
<b>SUBTOTAL OTHER SERVICES</b>	0	0	0	0
<b>TOTAL EXPENSES</b>	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
<b>TOTAL ENDING FUND BALANCE</b>	0	0	0	0
<b>TOTAL APPLICATIONS</b>	0	0	0	0

Leadership Academy of Nevada

ALL EXISTING OR PROPOSED

- \* - Type - use codes 1-11
- 1 - General Obligation Bonds
  - 2 - G. O. Revenue Supported Bonds
  - 3 - G. O. Special Assessment Bonds
  - 4 - Revenue Bonds
  - 5 - Medium-Term Financing
  - 6 - Medium-Term Financing - Lease Purchase
  - 7 - Capital Leases
  - 8 - Special Assessment Bonds
  - 9 - Mortgages
  - 10 - Other (Specify Type)
  - 11 - Proposed (Specify Type)

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2012	(9) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/15		(11) (9) + (10) 6/30/2015 TOTAL	
								INTEREST PAYABLE	PRINCIPAL PAYABLE		
FUND: N/A											\$0
											\$0
											\$0
											\$0
											\$0
											\$0
											\$0
											\$0
											\$0
											\$0
											\$0
<b>TOTAL ALL DEBT SERVICE</b>			\$0				\$0				\$0

Leadership Academy of Nevada

Form 7 INDEBTEDNESS

Budget Fiscal Year 2014-2015

6/21/2012

Leadership Academy of Nevada

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

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

Leadership Academy of Nevada

Budget Fiscal Year 2014-2015

FUND TRANSFERS 2014-2015 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
<b>GENERAL FUND</b>				
<b>SUBTOTAL</b>	0	0	0	0
<b>SPECIAL REVENUE FUNDS</b>				
<b>SUBTOTAL</b>	0	0	0	0
<b>TOTAL TRANSFERS</b>	0	0	0	0



**LOBBY EXPENSES 2014-2015**

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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:	<u>REPRESENTATION OF THE STATE OF NEVADA TO THE U.S. HOUSE OF REPRESENTATIVES - 2014</u>
2. Funding Source:	<u>LEADERSHIP ACADEMY OF NEVADA</u>
3. Transportation	\$ <u>2,000.00</u>
4. Lodging and meals	\$ <u>10,000.00</u>
5. Salaries and Wages	\$ <u>10,000.00</u>
6. Compensation to lobbyists	\$ <u>10,000.00</u>
7. Entertainment	\$ <u>1,000.00</u>
8. Supplies, equipment & facilities; other personnel and services spent in Carson City	\$ <u>1,000.00</u>
<b>Total</b>	\$ <u><u>36,000.00</u></u>

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

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	0.5	1	\$100,000.00	\$50,000.00
	Assistant director	0.5	1	\$50,000.00	\$25,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b> Director and Assistant director split time 50/50 instruction/admin				
				<b>TOTAL</b>	<b>\$75,000.00</b>
200	BENEFITS				\$0.00
	PERS at 15% of payroll				\$11,250.00
	Medicare tax at 1.68%				\$1,260.00
	Unemployment tax at 1.75%				\$1,312.50
	Health insurance	0.5	2	\$6,000.00	\$6,000.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$19,822.50</b>
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	Part-time teachers		6	\$11,000.00	\$66,000.00
	ESP curriculum		300	\$2,900.00	\$870,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
		<b>NARRATIVE</b> ESP curriculum includes up to 30% of the teachers and non-ESP teacher training and ongoing support throughout the school year.			
				<b>TOTAL</b>	<b>\$936,000.00</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR: 2013/2014

<b>400</b>	<b>PURCHASED PROPERTY SERVICES</b>				\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
<b>NARRATIVE</b>						
				<b>TOTAL</b>	<b>\$0.00</b>	
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>				\$0.00	
		Student internet stipend		300	\$200.00	\$60,000.00
		Books/materials stipend		300	\$200.00	\$60,000.00
		State and School testing				\$21,000.00
						\$0.00
<b>NARRATIVE</b>						
				<b>TOTAL</b>	<b>\$141,000.00</b>	
<b>600</b>	<b>SUPPLIES</b>				\$0.00	
		Student laptop computers		300	\$400.00	\$120,000.00
		Part-time teacher supplies		6	\$200.00	\$1,200.00
		Part-time teacher computers		6	\$1,400.00	\$8,400.00
		Director/Asst Dir computers	0.5	2	\$1,400.00	\$1,400.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
<b>NARRATIVE</b>						
				<b>TOTAL</b>	<b>\$131,000.00</b>	

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR: 2013/2014

800	DEBT SERVICE AND MISCELLANEOUS School activities Professional development				\$0.00	
					\$0.00	
			300		\$200.00	\$60,000.00
						\$5,000.00
						\$0.00
						\$0.00
NARRATIVE						
<b>TOTAL</b>					<b>\$65,000.00</b>	
<b>Subtotal Objects 100-600 &amp; 800</b>					<b>\$1,367,822.50</b>	
<b>Approved Indirect Cost Rate:</b>		0.00%	<b>X Subtotal</b>		\$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						
<b>TOTAL</b>					<b>\$0.00</b>	
<b>GRAND TOTAL</b>					<b>\$1,367,822.50</b>	

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR: 2013/2014

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				<b>TOTAL</b>	<b>\$0.00</b>
200	BENEFITS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				<b>TOTAL</b>	<b>\$0.00</b>
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES Part-time teachers Outsourced contractors				\$0.00
					\$0.00
			2	\$11,000.00	\$22,000.00
					\$17,500.00
					\$0.00
					\$0.00
	NARRATIVE Special education services outsourced to contractors: psychologists, registered nurses, speech therapy and other services as needed				
				<b>TOTAL</b>	<b>\$39,500.00</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR: 2013/2014

<b>400</b>	<b>PURCHASED PROPERTY SERVICES</b>				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
<b>NARRATIVE</b>					
				<b>TOTAL</b>	<b>\$0.00</b>
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
<b>NARRATIVE</b>					
				<b>TOTAL</b>	<b>\$0.00</b>
<b>600</b>	<b>SUPPLIES</b>				\$0.00
		Materials and supplies			\$7,500.00
		Part-time teacher supplies	2	\$200.00	\$400.00
		Part-time teacher computers	2	\$1,400.00	\$2,800.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
<b>NARRATIVE</b>					
				<b>TOTAL</b>	<b>\$10,700.00</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR: 2013/2014

<b>800</b>	<b>DEBT SERVICE AND MISCELLANEOUS</b>				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>Subtotal Objects 100-600 &amp; 800</b>					<b>\$50,200.00</b>
<b>Approved Indirect Cost Rate:</b>		<b>0.00%</b>	<b>X Subtotal</b>		<b>\$0.00</b>
<b>700</b>	<b>EQUIPMENT</b>				\$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
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>GRAND TOTAL</b>					<b>\$50,200.00</b>



## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2013/2014

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
<b>100</b>	<b>PERSONNEL</b>				\$0.00
	Director	0.5	1	\$100,000.00	\$50,000.00
	Assistant director	0.5	1	\$50,000.00	\$25,000.00
	Administrative assistant	1	1	\$31,250.00	\$31,250.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b> Director and Assistant director split time 50/50 instruction/admin				
<b>TOTAL</b>					<b>\$106,250.00</b>
<b>200</b>	<b>BENEFITS</b>				\$0.00
	PERS at 15% of payroll				\$15,937.50
	Medicare tax at 1.68%				\$1,785.00
	Unemployment tax at 1.75%				\$1,859.38
	Health insurance	1.5	2	\$6,000.00	\$15,000.00
					\$0.00
					\$0.00
					\$0.00
<b>NARRATIVE</b>					
<b>TOTAL</b>					<b>\$34,581.88</b>
<b>300</b>	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</b>				\$0.00
	General liability and other ins				\$12,150.00
	Professional services				\$37,000.00
	State Board sponsorship				\$37,722.00
					\$0.00
					\$0.00
<b>NARRATIVE</b> Professional fees include: annual audit \$20,000, accounting \$12,000, and legal \$5,000.					
<b>TOTAL</b>					<b>\$86,872.00</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2013/2014

<b>400</b>	<b>PURCHASED PROPERTY SERVICES</b>				\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
	<b>NARRATIVE</b>					
			<b>TOTAL</b>	<b>\$0.00</b>		
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>				\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
	<b>NARRATIVE</b>					
			<b>TOTAL</b>	<b>\$0.00</b>		
<b>600</b>	<b>SUPPLIES</b> Office supplies Computers for admin				\$0.00	
					\$8,250.00	
				3	\$1,400.00	\$4,200.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
					<b>TOTAL</b>	<b>\$12,450.00</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2013/2014

<b>800</b>	<b>DEBT SERVICE AND MISCELLANEOUS Professional development Dues, memberships, etc.</b>				\$0.00
					\$0.00
					\$5,000.00
					\$10,000.00
					\$0.00
					\$0.00
<b>NARRATIVE</b>					
				<b>TOTAL</b>	<b>\$15,000.00</b>
<b>Subtotal Objects 100-600 &amp; 800</b>					<b>\$255,153.88</b>
<b>Approved Indirect Cost Rate:</b>		<b>0.00%</b>	<b>X Subtotal</b>		<b>\$0.00</b>
<b>700</b>	<b>EQUIPMENT</b>				\$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
<b>NARRATIVE</b>					
				<b>TOTAL</b>	<b>\$0.00</b>
<b>GRAND TOTAL</b>					<b>\$255,153.88</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2013/2014

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				<b>TOTAL</b>	<b>\$0.00</b>
200	BENEFITS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				<b>TOTAL</b>	<b>\$0.00</b>
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES Advertising Outsourced marketing Student information system				\$0.00
					\$0.00
					\$10,000.00
			300	\$300.00	\$90,000.00
					\$11,000.00
					\$0.00
	NARRATIVE Student information system includes technology support				
				<b>TOTAL</b>	<b>\$111,000.00</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2013/2014

<b>400</b>	<b>PURCHASED PROPERTY SERVICES</b>				<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
	<b>NARRATIVE</b>				
			<b>TOTAL</b>	<b>\$0.00</b>	
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>				<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
	<b>NARRATIVE</b>				
			<b>TOTAL</b>	<b>\$0.00</b>	
<b>600</b>	<b>SUPPLIES</b>				<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
					<b>\$0.00</b>
	<b>NARRATIVE</b>				
			<b>TOTAL</b>	<b>\$0.00</b>	

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2013/2014

<b>800</b>	<b>DEBT SERVICE AND MISCELLANEOUS</b>				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>Subtotal Objects 100-600 &amp; 800</b>					<b>\$111,000.00</b>
<b>Approved Indirect Cost Rate:</b>		<b>0.00%</b>	<b>X Subtotal</b>		<b>\$0.00</b>
<b>700</b>	<b>EQUIPMENT</b>				\$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
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>GRAND TOTAL</b>					<b>\$111,000.00</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

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

FISCAL YEAR: 2013/2014

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

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

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

FISCAL YEAR: 2013/2014

<b>400</b>	<b>PURCHASED PROPERTY SERVICES</b> Admin office rent Utilities Cleaning					\$0.00
						\$0.00
			14		\$2,250.00	\$31,500.00
						\$3,900.00
						\$3,250.00
						\$0.00
						\$0.00
<b>NARRATIVE</b> Admin office - 1,500 sq ft @ \$1.50/month, including security deposit						
<b>TOTAL</b>					<b>\$38,650.00</b>	
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>					\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
<b>NARRATIVE</b>						
<b>TOTAL</b>					<b>\$0.00</b>	
<b>600</b>	<b>SUPPLIES</b> Office furniture and equipment					\$0.00
						\$15,000.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
<b>NARRATIVE</b>						
<b>TOTAL</b>					<b>\$15,000.00</b>	



## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

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

FISCAL YEAR: 2013/2014

<b>800</b>	<b>DEBT SERVICE AND MISCELLANEOUS</b>				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>Subtotal Objects 100-600 &amp; 800</b>					<b>\$53,650.00</b>
<b>Approved Indirect Cost Rate:</b>		<b>0.00%</b>	<b>X Subtotal</b>		<b>\$0.00</b>
<b>700</b>	<b>EQUIPMENT</b>				\$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
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>GRAND TOTAL</b>					<b>\$53,650.00</b>

# 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

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	0.5	1	\$88,000.00	\$44,000.00	
	Assistant director	0.5	1	\$55,000.00	\$27,500.00	
	Academic/student advisor	1	1	\$50,000.00	\$50,000.00	
						\$0.00
						\$0.00
						\$0.00
	<b>NARRATIVE</b> Director and Assistant director split time 50/50 instruction/admin					
				<b>TOTAL</b>	<b>\$121,500.00</b>	
200	BENEFITS				\$0.00	
	PERS at 15% of payroll				\$18,225.00	
	Medicare tax at 1.68%				\$2,041.20	
	Unemployment tax at 1.75%				\$2,126.25	
	Health insurance	2	2	\$6,000.00	\$12,000.00	
						\$0.00
						\$0.00
	<b>NARRATIVE</b>					
				<b>TOTAL</b>	<b>\$34,392.45</b>	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00	
	Part-time teachers		10	\$12,000.00	\$120,000.00	
	ESP curriculum		500	\$2,900.00	\$1,450,000.00	
						\$0.00
						\$0.00
		<b>NARRATIVE</b> ESP curriculum includes up to 30% of the teachers and non-ESP teacher training and ongoing support throughout the school year.				
				<b>TOTAL</b>	<b>\$1,570,000.00</b>	

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR: 2014/2015

<b>400</b>	<b>PURCHASED PROPERTY SERVICES</b>				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
<b>NARRATIVE</b>					
				<b>TOTAL</b>	<b>\$0.00</b>
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>				\$0.00
	Student internet stipend		500	\$200.00	\$100,000.00
	Books/materials stipend		500	\$200.00	\$100,000.00
	State and School testing				\$35,000.00
					\$0.00
<b>NARRATIVE</b>					
				<b>TOTAL</b>	<b>\$235,000.00</b>
<b>600</b>	<b>SUPPLIES</b>				\$0.00
	Student laptop computers		500	\$400.00	\$200,000.00
	Part-time teacher supplies		10	\$200.00	\$2,000.00
	Part-time teacher computers		10	\$1,400.00	\$14,000.00
	Director/Asst Dir computers	2	2	\$1,400.00	\$2,800.00
					\$0.00
					\$0.00
					\$0.00
<b>NARRATIVE</b>					
				<b>TOTAL</b>	<b>\$218,800.00</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR: 2014/2015

<b>800</b>	<b>DEBT SERVICE AND</b>				\$0.00
	<b>MISCELLANEOUS</b>				\$0.00
	School activities		500	\$400.00	\$200,000.00
	Awards				\$15,000.00
	Professional development				\$10,000.00
<b>NARRATIVE</b>					
				<b>TOTAL</b>	<b>\$225,000.00</b>
<b>Subtotal Objects 100-600 &amp; 800</b>					<b>\$2,404,692.45</b>
<b>Approved Indirect Cost Rate:</b>		0.00%	<b>X Subtotal</b>		<b>\$0.00</b>
<b>700</b>	<b>EQUIPMENT</b>				\$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
<b>NARRATIVE</b>					
				<b>TOTAL</b>	<b>\$0.00</b>
<b>GRAND TOTAL</b>					<b>\$2,404,692.45</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR: 2014/2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				<b>TOTAL</b>	<b>\$0.00</b>
200	BENEFITS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				<b>TOTAL</b>	<b>\$0.00</b>
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES Part-time teachers Outsourced contractors				\$0.00
					\$0.00
			3	\$12,000.00	\$36,000.00
					\$25,000.00
					\$0.00
					\$0.00
	NARRATIVE Special education services outsourced to contractors: psychologists, registered nurses, speech therapy and other services as needed				
				<b>TOTAL</b>	<b>\$61,000.00</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR: 2014/2015

<b>400</b>	<b>PURCHASED PROPERTY SERVICES</b>				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>600</b>	<b>SUPPLIES</b>				\$0.00
	Materials and supplies				\$12,500.00
	Part-time teacher supplies		3	\$200.00	\$600.00
	Part-time teacher computers		3	\$1,400.00	\$4,200.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$17,300.00</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR: 2014/2015

<b>800</b>	<b>DEBT SERVICE AND MISCELLANEOUS</b>				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>Subtotal Objects 100-600 &amp; 800</b>					<b>\$78,300.00</b>
<b>Approved Indirect Cost Rate:</b>		<b>0.00%</b>	<b>X Subtotal</b>		<b>\$0.00</b>
<b>700</b>	<b>EQUIPMENT</b>				\$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
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>GRAND TOTAL</b>					<b>\$78,300.00</b>



## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2014/2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	<b>PERSONNEL</b>				\$0.00
	Director	0.5	1	\$88,000.00	\$44,000.00
	Assistant director	0.5	1	\$55,000.00	\$27,500.00
	Administrative assistant	1	1	\$27,500.00	\$27,500.00
					\$0.00
					\$0.00
					\$0.00
<b>NARRATIVE</b> Director and Assistant director time 50/50 instruction/admin					
				<b>TOTAL</b>	<b>\$99,000.00</b>
200	<b>BENEFITS</b>				\$0.00
	PERS at 15% of payroll				\$14,850.00
	Medicare tax at 1.68%				\$1,663.20
	Unemployment tax at 1.75%				\$1,732.50
	Health insurance	2	2	\$6,000.00	\$12,000.00
					\$0.00
					\$0.00
<b>NARRATIVE</b>					
				<b>TOTAL</b>	<b>\$30,245.70</b>
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</b>				\$0.00
	General liability and other ins				\$18,000.00
	Professional services				\$39,500.00
	State Board sponsorship				\$62,870.00
					\$0.00
	<b>NARRATIVE</b> Professional fees include: annual audit \$25,000, accounting \$12,000, and legal \$2,500.				
				<b>TOTAL</b>	<b>\$120,370.00</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2014/2015

<b>400</b>	<b>PURCHASED PROPERTY SERVICES</b>				\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
	<b>NARRATIVE</b>					
<b>TOTAL</b>				<b>\$0.00</b>		
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>				\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
	<b>NARRATIVE</b>					
<b>TOTAL</b>				<b>\$0.00</b>		
<b>600</b>	<b>SUPPLIES</b> Office supplies Computers for admin				\$0.00	
					\$10,000.00	
				3	\$1,400.00	\$4,200.00
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
	<b>NARRATIVE</b>					
<b>TOTAL</b>				<b>\$14,200.00</b>		

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2014/2015

<b>800</b>	<b>DEBT SERVICE AND MISCELLANEOUS Professional development Dues, memberships, etc.</b>				\$0.00
					\$0.00
					\$5,000.00
					\$17,500.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$22,500.00</b>
<b>Subtotal Objects 100-600 &amp; 800</b>					<b>\$286,315.70</b>
<b>Approved Indirect Cost Rate:</b>		<b>0.00%</b>	<b>X Subtotal</b>		<b>\$0.00</b>
<b>700</b>	<b>EQUIPMENT</b>				\$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
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>GRAND TOTAL</b>					<b>\$286,315.70</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2014/2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				<b>TOTAL</b>	<b>\$0.00</b>
200	BENEFITS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				<b>TOTAL</b>	<b>\$0.00</b>
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES Advertising Outsourced marketing Student information system				\$0.00
					\$0.00
					\$25,000.00
			500	\$300.00	\$150,000.00
					\$19,000.00
					\$0.00
	NARRATIVE Student information system includes technology support				
				<b>TOTAL</b>	<b>\$194,000.00</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2014/2015

<b>400</b>	<b>PURCHASED PROPERTY SERVICES</b>				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
			<b>TOTAL</b>	<b>\$0.00</b>	
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
			<b>TOTAL</b>	<b>\$0.00</b>	
<b>600</b>	<b>SUPPLIES</b>				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
			<b>TOTAL</b>	<b>\$0.00</b>	

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2014/2015

<b>800</b>	<b>DEBT SERVICE AND MISCELLANEOUS Alumni/community outreach</b>				\$0.00
					\$0.00
					\$40,000.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$40,000.00</b>
<b>Subtotal Objects 100-600 &amp; 800</b>					<b>\$234,000.00</b>
<b>Approved Indirect Cost Rate:</b>		<b>0.00%</b>	<b>X Subtotal</b>		<b>\$0.00</b>
<b>700</b>	<b>EQUIPMENT</b>				\$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
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>GRAND TOTAL</b>					<b>\$234,000.00</b>

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

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

FISCAL YEAR: 2014/2015

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

## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

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

FISCAL YEAR: 2014/2015

<b>400</b>	<b>PURCHASED PROPERTY SERVICES</b> Admin office rent Utilities Cleaning					\$0.00
						\$0.00
			12		\$2,250.00	\$27,000.00
						\$3,600.00
						\$3,500.00
						\$0.00
						\$0.00
<b>NARRATIVE</b> Admin office - 1,500 sq ft @ \$1.50/month, including security deposit						
<b>TOTAL</b>					<b>\$34,100.00</b>	
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>					\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
<b>NARRATIVE</b>						
<b>TOTAL</b>					<b>\$0.00</b>	
<b>600</b>	<b>SUPPLIES</b>					\$15,000.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
<b>NARRATIVE</b>						
<b>TOTAL</b>					<b>\$15,000.00</b>	



## BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: LEADERSHIP ACADEMY OF NEVADA

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

FISCAL YEAR: 2014/2015

<b>800</b>	<b>DEBT SERVICE AND MISCELLANEOUS</b>				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>Subtotal Objects 100-600 &amp; 800</b>					<b>\$49,100.00</b>
<b>Approved Indirect Cost Rate:</b>		<b>0.00%</b>	<b>X Subtotal</b>		<b>\$0.00</b>
<b>700</b>	<b>EQUIPMENT</b>				\$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
	<b>NARRATIVE</b>				
				<b>TOTAL</b>	<b>\$0.00</b>
<b>GRAND TOTAL</b>					<b>\$49,100.00</b>

# Attachment C.1.3

## Year One

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
<b>REVENUES</b>															
Type: Descriptive School Acct	\$ 219,041.00	\$ 219,042.00	\$ 219,042.00	\$ 219,041.00	\$ 219,042.00	\$ 219,042.00	\$ 219,041.00	\$ 219,042.00	\$ 219,042.00	\$ 219,041.00	\$ 219,042.00	\$ 219,042.00	\$ 2,628,500.00	\$ 2,628,500.00	\$ -
Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Grant A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Revenue in Lieu of Taxes	\$ 42,916.00	\$ 42,917.00	\$ 42,916.00	\$ 42,916.00	\$ 42,917.00	\$ 42,917.00	\$ 42,916.00	\$ 42,917.00	\$ 42,917.00	\$ 42,916.00	\$ 42,917.00	\$ 42,917.00	\$ 515,000.00	\$ 515,000.00	\$ -
<b>Total Revenues</b>	\$ 261,957.00	\$ 261,959.00	\$ 261,958.00	\$ 261,958.00	\$ 261,959.00	\$ 261,959.00	\$ 261,957.00	\$ 261,959.00	\$ 261,959.00	\$ 261,957.00	\$ 261,959.00	\$ 261,959.00	\$ 3,143,500.00	\$ 3,143,500.00	\$ -
<b>EXPENDITURES</b>															
Salaries & Benefits	\$ 18,375.00	\$ 18,375.00	\$ 18,375.00	\$ 18,375.00	\$ 18,375.00	\$ 18,375.00	\$ 18,375.00	\$ 18,375.00	\$ 18,375.00	\$ 18,375.00	\$ 18,375.00	\$ 18,375.00	\$ 220,500.00	\$ 220,500.00	\$ -
Supplies	\$ 5,387.00	\$ 5,387.00	\$ 5,387.00	\$ 5,387.00	\$ 5,387.00	\$ 5,387.00	\$ 5,387.00	\$ 5,387.00	\$ 5,387.00	\$ 5,387.00	\$ 5,387.00	\$ 5,387.00	\$ 64,638.00	\$ 64,638.00	\$ -
Benefits	\$ 23,762.00	\$ 23,762.00	\$ 23,762.00	\$ 23,762.00	\$ 23,762.00	\$ 23,762.00	\$ 23,762.00	\$ 23,762.00	\$ 23,762.00	\$ 23,762.00	\$ 23,762.00	\$ 23,762.00	\$ 285,138.00	\$ 285,138.00	\$ -
<b>Total Salaries &amp; Ben</b>	\$ 47,524.00	\$ 47,524.00	\$ 47,524.00	\$ 47,524.00	\$ 47,524.00	\$ 47,524.00	\$ 47,524.00	\$ 47,524.00	\$ 47,524.00	\$ 47,524.00	\$ 47,524.00	\$ 47,524.00	\$ 570,270.00	\$ 570,270.00	\$ -
<b>Operating</b>															
Supplies	\$ 3,342.00	\$ 3,342.00	\$ 3,342.00	\$ 3,342.00	\$ 3,342.00	\$ 3,342.00	\$ 3,342.00	\$ 3,342.00	\$ 3,342.00	\$ 3,342.00	\$ 3,342.00	\$ 3,342.00	\$ 40,100.00	\$ 40,100.00	\$ -
Travel	\$ 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	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 3,600.00	\$ 3,600.00	\$ -
Contracts	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 43,000.00	\$ 43,000.00	\$ -
Textbooks	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 200,000.00	\$ 200,000.00	\$ -
Equipment	\$ 225,200.00	\$ 225,200.00	\$ 225,200.00	\$ 225,200.00	\$ 225,200.00	\$ 225,200.00	\$ 225,200.00	\$ 225,200.00	\$ 225,200.00	\$ 225,200.00	\$ 225,200.00	\$ 225,200.00	\$ 225,200.00	\$ 225,200.00	\$ -
EOP activities	\$ 120,833.00	\$ 120,833.00	\$ 120,833.00	\$ 120,833.00	\$ 120,833.00	\$ 120,833.00	\$ 120,833.00	\$ 120,833.00	\$ 120,833.00	\$ 120,833.00	\$ 120,833.00	\$ 120,833.00	\$ 1,450,000.00	\$ 1,450,000.00	\$ -
Outreach/marketing	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 150,000.00	\$ 150,000.00	\$ -
Parent/line mentors	\$ 15,600.00	\$ 15,600.00	\$ 15,600.00	\$ 15,600.00	\$ 15,600.00	\$ 15,600.00	\$ 15,600.00	\$ 15,600.00	\$ 15,600.00	\$ 15,600.00	\$ 15,600.00	\$ 15,600.00	\$ 156,000.00	\$ 156,000.00	\$ -
Outreach/ sp ed	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 35,000.00	\$ 35,000.00	\$ -
School activities	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 200,000.00	\$ 200,000.00	\$ -
State Board	\$ 5,239.00	\$ 5,239.00	\$ 5,239.00	\$ 5,239.00	\$ 5,239.00	\$ 5,239.00	\$ 5,239.00	\$ 5,239.00	\$ 5,239.00	\$ 5,239.00	\$ 5,239.00	\$ 5,239.00	\$ 62,870.00	\$ 62,870.00	\$ -
Testing	\$ 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	\$ 35,000.00	\$ 35,000.00	\$ -
Insurance	\$ 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	\$ 18,000.00	\$ 18,000.00	\$ -
SIS and support	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 18,000.00	\$ 18,000.00	\$ -
Advertising	\$ 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	\$ 19,500.00	\$ 19,500.00	\$ -
Dues, memberships, etc.	\$ 6,760.00	\$ 6,760.00	\$ 6,760.00	\$ 6,760.00	\$ 6,760.00	\$ 6,760.00	\$ 6,760.00	\$ 6,760.00	\$ 6,760.00	\$ 6,760.00	\$ 6,760.00	\$ 6,760.00	\$ 25,000.00	\$ 25,000.00	\$ -
Professional development	-	-	-	-	-	-	-	-	-	-	-	-	\$ 17,500.00	\$ 17,500.00	\$ -
Awards/Alumni	-	-	-	-	-	-	-	-	-	-	-	-	\$ 90,000.00	\$ 90,000.00	\$ -
Certification	-	-	-	-	-	-	-	-	-	-	-	-	\$ 302,317.00	\$ 302,317.00	\$ -
<b>Total Expenses</b>	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 3,142,408.00	\$ 3,142,408.00	\$ -
<b>Total Expenses Y-T-D</b>	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 455,458.00	\$ 3,142,408.00	\$ 3,142,408.00	\$ -
<b>Percent of Budget</b>	14.49%	24.46%	31.40%	37.70%	45.28%	52.14%	62.15%	68.85%	75.77%	82.08%	89.37%	100.00%	\$ 3,142,408.00	\$ 3,142,408.00	\$ -

Projected Cash Balance 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		
Net change in Cash (FB)	\$ (193,511.00)	\$ (51,159.00)	\$ 43,840.00	\$ 63,842.00	\$ 25,841.00	\$ 45,342.00	\$ (52,411.00)	\$ 51,842.00	\$ 43,841.00	\$ 63,841.00	\$ 1,341.00	\$ (44,339.00)	\$ 1,092.00	\$ 1,092.00	\$ -
Begin Cash Balance (FB)	\$ 48,273.00	\$ (145,255.00)	\$ (185,395.00)	\$ (152,556.00)	\$ (99,714.00)	\$ (54,873.00)	\$ (18,031.00)	\$ (70,843.00)	\$ (18,100.00)	\$ 24,741.00	\$ 88,582.00	\$ 89,933.00	\$ 48,273.00	\$ 48,273.00	\$ -
End Cash Balance (FB)	\$ (145,238.00)	\$ (196,396.00)	\$ (228,535.00)	\$ (188,714.00)	\$ (125,555.00)	\$ (100,215.00)	\$ (66,062.00)	\$ (19,001.00)	\$ 26,741.00	\$ 92,582.00	\$ 90,923.00	\$ 45,594.00	\$ 49,365.00	\$ 49,365.00	\$ -

# Attachment C.1.3

## Year Two

Leadership Academy of Nevada

CASH FLOW STATEMENT

2013-2014

REVENUES

Type:  
 Distributive School Act  
 Donations  
 Federal Grant A  
 Revenue in Lieu of Taxes

	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
\$ 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	\$ -
\$ 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	\$ -
\$ 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	\$ -
\$ 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	\$ -
\$ 15,104.00	\$ 15,104.00	\$ 15,104.00	\$ 15,104.00	\$ 15,104.00	\$ 15,104.00	\$ 15,104.00	\$ 15,104.00	\$ 15,104.00	\$ 15,104.00	\$ 15,104.00	\$ 15,104.00	\$ 15,104.00	\$ 151,800.00	\$ 151,800.00	\$ -
\$ 4,534.00	\$ 4,534.00	\$ 4,534.00	\$ 4,534.00	\$ 4,534.00	\$ 4,534.00	\$ 4,534.00	\$ 4,534.00	\$ 4,534.00	\$ 4,534.00	\$ 4,534.00	\$ 4,534.00	\$ 4,534.00	\$ 45,340.00	\$ 45,340.00	\$ -
\$ 19,638.00	\$ 19,638.00	\$ 19,638.00	\$ 19,638.00	\$ 19,638.00	\$ 19,638.00	\$ 19,638.00	\$ 19,638.00	\$ 19,638.00	\$ 19,638.00	\$ 19,638.00	\$ 19,638.00	\$ 19,638.00	\$ 196,380.00	\$ 196,380.00	\$ -
\$ 3,512.00	\$ 1,258.00	\$ 1,258.00	\$ 1,258.00	\$ 1,258.00	\$ 1,258.00	\$ 1,258.00	\$ 1,258.00	\$ 1,258.00	\$ 1,258.00	\$ 1,258.00	\$ 1,258.00	\$ 1,258.00	\$ 12,580.00	\$ 12,580.00	\$ -
\$ 6,750.00	\$ 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	\$ 22,500.00	\$ 22,500.00	\$ -
\$ 325.00	\$ 325.00	\$ 325.00	\$ 325.00	\$ 325.00	\$ 325.00	\$ 325.00	\$ 325.00	\$ 325.00	\$ 325.00	\$ 325.00	\$ 325.00	\$ 325.00	\$ 3,250.00	\$ 3,250.00	\$ -
\$ 12,771.00	\$ 271.00	\$ 271.00	\$ 271.00	\$ 271.00	\$ 271.00	\$ 271.00	\$ 271.00	\$ 271.00	\$ 271.00	\$ 271.00	\$ 271.00	\$ 271.00	\$ 2,710.00	\$ 2,710.00	\$ -
\$ 151,800.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 600,000.00	\$ 600,000.00	\$ -
\$ 22,500.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 88,000.00	\$ 88,000.00	\$ -
\$ 2,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 15,000.00	\$ 15,000.00	\$ -
\$ 5,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 150,000.00	\$ 150,000.00	\$ -
\$ 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	\$ 9,431.00	\$ 94,310.00	\$ 94,310.00	\$ -
\$ 12,150.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 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	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 50,000.00	\$ 50,000.00	\$ -
\$ 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	\$ 5,000.00	\$ 50,000.00	\$ 50,000.00	\$ -
\$ 261,879.00	\$ 109,542.00	\$ 34,542.00	\$ 34,542.00	\$ 34,542.00	\$ 34,542.00	\$ 34,542.00	\$ 34,542.00	\$ 34,542.00	\$ 34,542.00	\$ 34,542.00	\$ 34,542.00	\$ 34,542.00	\$ 345,420.00	\$ 345,420.00	\$ -
\$ 261,879.00	\$ 371,421.00	\$ 405,962.00	\$ 762,436.00	\$ 818,976.00	\$ 853,520.00	\$ 853,520.00	\$ 1,278,992.00	\$ 1,356,534.00	\$ 1,368,076.00	\$ 1,727,046.00	\$ 1,786,587.00	\$ 1,837,827.00	\$ 1,837,827.00	\$ 1,837,827.00	\$ -
14.25%	20.21%	22.06%	41.40%	44.56%	46.44%	46.44%	69.65%	72.18%	74.44%	83.97%	97.32%	100.00%			

Projected Cash Balance Statement

\$ 209,646.00	\$ (109,542.00)	\$ (34,542.00)	\$ (34,542.00)	\$ 115,052.00	\$ (66,542.00)	\$ (64,542.00)	\$ 45,063.00	\$ (48,542.00)	\$ (41,542.00)	\$ 112,555.00	\$ (61,541.00)	\$ (49,440.00)	\$ 48,273.00	\$ 48,273.00	\$ -
\$ -	\$ 209,646.00	\$ 100,104.00	\$ 65,562.00	\$ 65,562.00	\$ 180,614.00	\$ 124,072.00	\$ 89,530.00	\$ 134,583.00	\$ 88,041.00	\$ 46,499.00	\$ 159,064.00	\$ 97,513.00	\$ -	\$ -	\$ -
\$ 209,646.00	\$ 100,104.00	\$ 65,562.00	\$ 180,614.00	\$ 124,072.00	\$ 89,530.00	\$ 134,583.00	\$ 134,583.00	\$ 28,041.00	\$ 46,499.00	\$ 159,064.00	\$ 97,513.00	\$ 48,273.00	\$ 48,273.00	\$ 48,273.00	\$ -

Leadership Academy of Nevada

Budget Fiscal Year 2013-2014

FORM 11 CASH FLOW

# Attachment C.1.5

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

**Before charter granted:**

Special education consultant		\$	2,500
Attorney fees			2,500
Application printing/shipping			750
			<hr/>
			5,750
			<hr/>

**After charter granted:**

Director salary	3 months deferred		20,000
Administrative assistant	3 months deferred		6,250
PERS @ 15% of payroll	3 months deferred		3,938
Medicare Tax (1.68%)	3 months deferred		441
Unemployment Ins (1.75%)	3 months deferred		459
Health Insurance	3 months for 2 full time staff		3,000
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
			<hr/>
			40,638
			<hr/>
		\$	46,388
			<hr/>

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

Expenditures after the charter is granted will be deferred until after opening as possible or funded by by an operating line of credit provided by our ESP, not to exceed 15% of our annual operating budget.

# Attachment C.3.2



August 13, 2012

To Whom It May Concern:

**RE: Insurance Coverage for Leadership Academy of Nevada  
Broker of Record – Arthur J. Gallagher Insurance Brokers Inc.**

We are pleased to provide insurance services for Leadership Academy of Nevada. Our division specializes in Education and Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of NV as required by law. Our program utilizes the following carriers which are admitted in the State of NV: The Hartford, Chartis, Arch Insurance, Scottsdale Insurance, and Philadelphia Insurance Company.

On behalf of Leadership Academy of Nevada the following coverages will be secured to meet all requirements of NAC 386.215 by the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
<b>General Liability (include corporal punishment and Athletic Liability)</b>	\$1,000,000 occurrence expressly covers field trips and athletics \$3,000,000 aggregate
<b>Workers Compensation</b>	As specified by NV Statutes
<b>Employee Benefits Liability</b>	\$1,000,000
<b>Automobile/Bus Liability including underinsured and uninsured as needed</b>	\$1,000,000
<b>Umbrella / Excess Liability above primary program (Gl, Auto, Abuse, D&amp;O, EPLI, ELL, EBL)</b>	\$10,000,000
<b>Employment Practices Liability</b>	\$1,000,000
<b>Educators Legal Liability E &amp; O</b>	\$1,000,000
<b>Directors &amp; Officers</b>	\$1,000,000
<b>Sexual Abuse and Misconduct Liability</b>	\$1,000,000 separate limits from the GL \$2,000,000 aggregate
<b>Crime / Employee Dishonesty / Fidelity Coverage (Will obtain a Surety Bond for the CFO as required)</b>	\$500,000 - \$1,000,000 limits as needed and based on cash flow of the school
<b>Property/Lease and Boiler Machinery Coverage</b>	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
<b>Student Accident Coverage (Athletics)</b>	Primary \$25,000 limits and CAT option at \$5,000,000

**Additional Insureds:**

As requested, all required additional insureds and loss payees can be added upon review to these policies. This will include the Sponsor, and their respective members, officers, employees, officials and agents. We will only place this school with at least an “A” rated insurance carrier as determined by AM Best rating guidelines.

**Estimated Premiums:**

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by NAC 386.215.

Coverage	Annual Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 4,000
Directors & Officers / Employment Practices	\$ 2,500
Property (Assuming leasing only \$100k contents)	\$ 750
Excess \$10 million Limits (follow form over all underlying)	\$ 2,700
Workers Compensation	\$ 2,200
<b>Total Annual Premium</b>	<b>\$ 12,150</b>

Exposures: Based on 1st year projections of 300 students, 9 employees, \$230,000 payroll, \$100k Contents

**Tentative Timeline for Insurance Coverages**

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

Coverage	Timeline
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions, (949) 349-9871.

Sincerely,



Tom Boobar, MS, MBA, REHS, CSP  
Area Vice President Arthur J. Gallagher Insurance  
License #0726293

# Attachment C.4.4

## **Attachment C.4.4**

### **Emergency Drills**

Students will not be attending Leadership Academy of Nevada in a central school building; therefore, there is no need to practice drills to instruct students in the appropriate procedures to be followed in the event of fire or other emergency. However, emergency drills will be conducted for staff members who work at the main office and systems will be put into place for possible emergency situations at student events.

# Attachment C.4.5

## Attachment C.4.5

### **Emergency Management Plan**

In accordance with *NRS 392.616*, Leadership Academy of Nevada will establish an Emergency Management and Response Plan Development Committee upon receipt of its charter, which will consist of the following individuals:

- A. At least one member of the governing body that established the committee;
- B. At least one administrator of a school in the school district or of the charter school;
- C. At least one licensed teacher of a school in the school district or of the charter school;
- D. At least one employee of a school in the school district or of the charter school who is not a licensed teacher and who is not responsible for the administration of the school;
- E. At least one parent or legal guardian of a pupil who is enrolled in a school in the school district or in the charter school;
- F. At least one representative of a local law enforcement agency in the county in which the school district or charter school is located;
- G. At least one school police officer, including, without limitation, a chief of school police of the school district if the school district has school police officers;
- H. At least one representative of a state or local organization for emergency management
- I. Any other member whom the governing body deems appropriate.

The Development Committee will meet annually to review and revise this plan in order to meet the needs of our school and remain in compliance with *NRS 392.600 – 656*.

Leadership Academy of Nevada will have a very small school office (less than 2000 square feet) and a relatively small staff at its facility. Because it is a school of distance education, students will rarely be present at the school facility. The following is a draft of Leadership Academy of Nevada's Emergency Response Plan. It has been adapted to the needs of our virtual school environment.

**Leadership Academy of Nevada  
School-Based Crisis Response - Action Plan**

**Team Members:**

1. *Director*
2. *Assistant Director*
3. *Teacher*
4. *Board Member*
5. *Other*

<b><u>DAY 1 - Actions</u></b>	<b><u>Responsible Person</u></b>
Confirm Crises	Director
Call Police or Emergency Services	Director
Call Family	Assistant Director
Notify Governing Board	Assistant Director
Assemble Team/develop plan of action/assign tasks. Assess students/staff/parents needs Determine information/media response. Share only facts with media.	Director
Meet with Media.	D or AD
Notify all staff of situation/plan of action.	Team Member
Identify counselor/psychologist if needed.	Team member
Identify impacted students.	TM & AD
Screen Phone Calls	Team Member
Decisions to be made: Identify activities to continue, reschedule, cancelled	Director
Debrief with Team. Assess for Day 2	Director

**DAY 2 - Actions**

**Responsible Person**

Maintain open communication with parents of affected students.	Director / AD
Gather Team to revise plan of action Depending on crises situation plans will vary	Director
Contact parents of students with specific needs.	Team Member

**DAY 3 and Beyond**

Continue to follow plan as outlined and revise as necessary.	Director / AD / Team
--	----------------------



**Leadership Academy of Nevada**  
**School-Based Crisis Response - Crisis Management Checklist**

1. Gather the Crisis Team:

- \_\_\_\_\_ Director
- \_\_\_\_\_ Assistant Director
- \_\_\_\_\_ Teacher
- \_\_\_\_\_ Board Member
- \_\_\_\_\_ Other

2. Check the facts.

Information source(s):

Name	Position	Contact Number

3. Adapt the plan to fit the crisis.

A. Release of Information

- i. When:
- ii. To Whom:
- iii. Method of notification:
- iv. Who is responsible:

B. Information Released to Callers

- i. What information will be released to callers?
- ii. Who will give this information?
- iii. Other instructions to those answering the phones:

C. Information Released to Students

- i. Method of contact:
- ii. Who is responsible?
- iii. What information will be released?

4. Identify additional individuals who can work with students, family, or staff if needed.

Name \_\_\_\_\_ phone number \_\_\_\_\_  
Name \_\_\_\_\_ phone number \_\_\_\_\_  
Name \_\_\_\_\_ phone number \_\_\_\_\_

**Leadership Academy of Nevada**  
**School-Based Crisis Response - Emergency Instructions: Quick Guide**

1. Evacuate
  - A. Fire, Gas Leak, or Explosion:
  - B. Alarm sounds/phone/messengers.
  - C. Exit according to map or other instructions.
  
2. Shelter in Place!
  - A. Chemical danger or Civil Situations:
  - B. You may be asked to tape doors, vents, turn off A/C.
  - C. Stay in place, do not let anyone out; do not let anyone in.
  - D. Wait for instructions by phone, email, or messenger.
  
3. Bomb Threat
  - A. Special announcement:
  - B. Inspect assigned areas.
  - C. Immediately report any unusual item to Director.
  - D. If no item is found, wait for further instructions.

**Leadership Academy of Nevada**  
**School-Based Crisis Response - Specific Procedures**

**Specific Procedure - Biological Chemical Threat**

*A suspicious letter or package can be identified by one or more of the following characteristics:*

- Has no return address or has one that cannot be verified as legitimate.
- Unusual weight, given the size of the letter/package, or oddly shaped.
- Marked with restricted endorsements such as "personal" or "confidential."
- Addressed to position title only or incorrect title.
- Excess postage.
- Mailed from a foreign country.
- Has strange odor, stains, leaks, or fine powder on the outside of the letter/package.
- Poorly typed or written with misspelled words.
- Postmark that doesn't match the return address.

During the crisis:

1. Director will determine if the School Crisis Response Team should be activated, if so, assignments begin.
2. Director, or designee, to notify proper authority immediately:
  - A. Fire/Police: 911
3. Director will decide whether to evacuate the school or activate lock down procedures.
  - A. School Crisis Response Team to take control of situation until arrival of fire/police units.
4. Do NOT open the letter/package.
  - A. If letter/package is open or torn do not touch, smell, or taste the substance.
  - B. Clear the room or office.
  - C. All who come in contact with the letter/package must wash hands, arms and any exposed body parts with soap and warm water.
  - D. Turn off HVAC system and any circulating fans.
  - E. Isolate and secure the area until police/fire units arrive.

After the crisis:

School must be inspected by one or more of the following before staff can enter the building:

- County Hazardous Material Department
- County Health Department
- Members of the Governing Board will be called and debriefed of the situation.

## **Specific Procedure: Bomb Threats**

### During the crisis:

1. Message of bomb threat received.
  - A. If a threat is received by telephone, person receiving the call should pay close attention to exact wording, speech characteristics, and background noises. Fill out Bomb Threat Checklist.
  - B. If a bomb threat is received by a note, letter, email, or other written message: Handle the item no more than absolutely necessary and do the following:
    - i. Copy the contents of the message.
    - ii. Protect the original message (plastic or other cover) so that fingerprints or other identifying marks are not smeared or destroyed.
    - iii. Give the message immediately to the Director without delay.
    - iv. Director will turn message over to police authorities.
2. Director will assist Assistant Director to check the perimeter of the building.
  - A. If anything is found, they will:
    - i. Have staff evacuate immediately.
    - ii. **DO NOT TOUCH OR MOVE A SUSPECTED BOMB OR ANY OTHER SUSPICIOUS OBJECTS.**
3. Director, or Assistant Director, will notify proper authorities immediately:
  - A. Fire/Police: 911.
  - B. Allow authorities to check the building and disarm the weapon.
4. Notify Governing Board.
  - A. Determine if further action is needed.
5. Staff should not return to the building until the "ALL CLEAR" signal is given. No damaged buildings will be used until inspected and declared safe by the fire department.
6. If no bomb is found, return to school building.

**BOMB THREAT CHECKLIST**

Call received by: \_\_\_\_\_

Time: \_\_\_\_\_

Date: \_\_\_\_\_

1. ASK THESE QUESTIONS:

- A. Where is the bomb? \_\_\_\_\_
- B. When will it go off? \_\_\_\_\_
- C. Why are you doing this? \_\_\_\_\_

2. Evaluate the voice of the caller and check or fill in appropriate spaces:

- A. Man \_\_\_\_\_ Woman \_\_\_\_\_ Child \_\_\_\_\_
- B. Intoxicated \_\_\_\_\_
- C. Speech Impediment \_\_\_\_\_
- D. Ethnicity \_\_\_\_\_
- E. Age \_\_\_\_\_

3. Listen for any background noise and check or fill in appropriate spaces:

- A. Music \_\_\_\_\_
- B. Babies \_\_\_\_\_
- C. Children \_\_\_\_\_
- D. Machine \_\_\_\_\_
- E. Conversation \_\_\_\_\_
- F. Airplane \_\_\_\_\_
- G. Cars/trucks \_\_\_\_\_
- H. Typing \_\_\_\_\_
- I. Other \_\_\_\_\_

4. REMARKS: Give the exact wording of threat message.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Specific Procedure: Earthquake**

### During the crisis

1. Director to advise if in office/facility or make announcement if at outdoor activity:
  - A. Get under desks or tables if available.
  - B. Drop and tuck if in hall, stairway, or open area.
  - C. Move away from windows or out from under heavy suspended light fixtures/objects.
2. Director will determine if the School Crisis Response Team should be activated, if so assignments begin.
3. Director will decide whether to evacuate the school, cancel activity, or activate shelter-in-place procedures.

### After the Crisis

1. Facility must be inspected by fire/police to check for structural damage.
2. Members of the Governing Board will be called and debriefed of the situation.

## **Specific Procedures: Hostage/Barricaded Subject**

### During the crisis

1. Director will determine if the School Crisis Response Team should be activated, if so assignments begin.
2. Director, or designee, will notify proper authority immediately:
  - A. Fire/Police: 911
3. Director will decide whether to evacuate the school, building, or event location, or activate lock down procedures.
4. School Crisis Response Team will take control of situation until arrival of fire/police units.
  - A. Attempt to confirm whether an actual hostage or barricaded subject event exists and what weapons, if any, are present.
  - B. Attempt to identify hostage(s) or barricaded subject(s).

### After the crisis

1. Facility must be completely inspected by police before staff can return to the school.
2. Members of the Governing Board will be called and debriefed of the situation.

### **Specific Procedure: Lock Down**

*There may be times when the Director will need to call the school into a lock down. These procedures ensure that the school/facility is secure and people inside the facility cannot leave, and people outside cannot get in. A lock down will be called for various reasons, such as bomb threats and civil unrest or police activity outside of school office or in the vicinity of the school.*

#### **During the crisis**

1. Director will determine if the situation warrants a lock down.
2. If a lock down is necessary, procedures are as follows:
  - A. Make certain staff are in the building.
  - B. Lock main doors, office doors, and event doors.
  - C. Director will determine if the School Crisis Response Team needs to be activated, if so, assignments begin.
3. Director, or designee, will notify proper authority immediately.
  - A. Fire/Police: 911

#### **After the crisis**

1. Perimeter of school/facility must be secured by fire/police units before lock down procedures can end.
2. Members of the Governing Board will be called and debriefed of the situation.



## **Specific Procedures: Power/Heat-AC/Water Outage**

### During the crisis

1. Director, or designee, to notify Nevada Power, Southwest Gas, or LV Water (or other affected city) and find out when the utility will be restored.
  - A. If the problem is at the school office, administrators can work from home if necessary until utility is restored.
  - B. If power is out at event facility, Director will determine if the event can continue as scheduled or if a new facility will need to be located.
2. If Director deems it necessary to continue event as scheduled, the comfort and protection of students will become first priority.
  - A. Ensure comfortable airflow through open doors and windows to cool rooms.
  - B. Ensure availability of water.

## **Specific Procedures: Shooting on campus or at event**

### During the crisis

1. Director will activate the School Crisis Response Team, assignments begin.
2. Director, or designee, will notify proper authority immediately:
  - A. Fire/Police: 911
3. Director will decide whether to evacuate the school or activate lock down procedures.
4. School Crisis Response Team to take control of situation until arrival of fire/police units.
  - A. If threat of shooting occurs:
    - i. Lock outside doors of facility.
    - ii. Lock office doors.
    - iii. Do not open any doors to anyone requesting entry unless authorized by on-site police or school Director.
  - B. If actual shooting occurs:
    - i. Instruct others to lie flat on the ground or floor, covering their heads with their arms.
    - ii. Do not bunch up in groups.
    - iii. Lock all doors.
    - iv. Do not open doors for any reason unless authorized by on-site police or Director.
    - v. Do not open classroom doors to anyone requesting entry unless authorized by on-site police or Director.
    - vi. Provide first aid, as necessary.

### After the crisis

1. Perimeter of school/facility must be secured by police units before staff/students can return to the school or facility where shooting took place.
2. Members of the Governing Board will be called and debriefed of the situation.

**Leadership Academy of Nevada  
School-Based Crisis Response - Emergency Numbers**

**Basic Procedures for Crisis Situations:**

1. Assess the Situation
2. Call Fire/Police: 911
3. Follow specific procedures outlined in Crisis Response Plan.

**Emergency Numbers: Las Vegas**

Police	Las Vegas Metropolitan Police Dept. 3141 Sunrise Ave. Las Vegas, NV 702-828-3111 800-492-6565 <a href="http://www.lvmpd.com/ContactUs.aspx">http://www.lvmpd.com/ContactUs.aspx</a>
Sheriff	(702) 828-3231
Fire Department	Fire and Rescue 500 N. Casino Center Boulevard Las Vegas, NV 89101 702-383-2888
Hospitals	Sunrise Hosp. & Medical Center 3186 South Maryland Pkwy. Las Vegas, NV 702-731-8000  Summerlin Hosp. & Medical Center 657 North Town Center Drive Las Vegas, NV 702-233-7000  Mountain View Hospital 3100 North Tenaya Way Las Vegas, NV 702-255-5000  Valley Hospital Medical Center 620 Shadow Lane Las Vegas, NV 702-577.2227  University Med. Center. S. Nevada 1800 West Charleston Boulevard Las Vegas, NV 702-383-2000  Southern Hills Hosp. and Med. Ctr. 9300 W. Sunset Rd. Las Vegas, NV 702-880-2100

St. Rose Dominican Hospitals  
8280 West Warm Springs Rd.  
Spring Valley, NV  
702-492-8000

Poison

Poison Control Center  
702-732-4989

Weather

National Weather Service  
7851 South Dean Martin Drive  
Las Vegas, NV  
702-263-9744

Utilities

Nevada Energy  
702-401-5555

Southwest Gas  
702-365-1111  
800-447-5422  
877-860-6020

Las Vegas Valley Water District  
1001 South Valley View  
Las Vegas, NV  
702-870-2011

**Emergency Numbers: Reno**

Police	City of Reno Police Department 455 E. 2nd Street Reno, NV 775-334-2175
Sheriff	Washoe County Sheriff's Office 911 Parr Blvd. Reno, NV 775-328-3001
Fire Department	Reno Fire Department 200 Evans Street 775-334-2300
Hospital	Saint Mary's Regional Medical Center 235 W. 6th Street Reno, NV 775-770-3194
	Renown Medical Center 1500 E. 2nd Street Reno, NV 775-982-5000
Poison	Poison Control Center 800-222-1222
Weather	National Weather Service 775-673-8100 ext. 222
Road Conditions	Nevada Roads 877-687-6237
Utilities	Nevada Energy 775-423-5148 800-962-0408 City of Reno 775-334-2223 SouthWest Gas 800-832-2555 800-772-4555

**Communication Contact Information - Las Vegas**

Newspapers

Las Vegas Review-Journal  
702-383-0211

Las Vegas Sun  
702-385-3111

Radio Stations

KDWN  
720 AM  
702-257-6397

KLAV  
1230 AM  
702-796-1230

KNXT  
840 AM/1240 FM  
702-889-7376

Television

KTNV-TV  
Channel 13  
702-871-3345

KLAS-TV  
Channel 8  
702-650-1960

KVVU-TV  
Channel 5  
702-435-5555

KSNV-TV  
Channel 3  
702-657-3150

## Communication Contact Information - Reno

### Newspapers

Sparks Tribune  
775-358-8061

Reno Gazette-Journal  
775-788-6302

Nevada Appeal  
775-882-2111

### Radio Stations

KVLV  
980 AM/99.3 FM  
775-423-2243

KHWG  
750 AM  
775-428-1764

KKOH  
780 AM  
775-789-6700

### Television Stations

KOLO-TV  
Channel 8  
775-858-8888

KTVN-TV  
Channel 2  
775-861-4290

KRNV-TV  
Channel 4  
775-785-1210

KUVR (Spanish)  
775-327-6800



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



Deputy Superintendent  
Administrative and  
Fiscal Services

DEPARTMENT OF EDUCATION  
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SATELLITE OFFICE  
ADDRESSES/MAPS  
<http://www.doe.nv.gov>

## Distance Education Course Application

### Section 1 – Certification

I HEREBY CERTIFY, to the best of my knowledge, that the information contained in this Distance Education Course Application is correct.

1.1 Date of approval by board of directors or governing body, if applicable.

N/A

1.2 Regional or national accreditation status, if applicable.

9 – 12 Curriculum belongs to Williamsburg Academy and is accredited since 2008 by AdvancED/NWAC.

6 – 8 Curriculum is not yet accredited.

1.3 Name and Signature of the designee given permission to file this application.

The signature of the following designee represents an agreement that the entity will comply with the regulations for distance education courses in Nevada.

N Peter Jensen, CEO

*N Peter Jensen*

1.3.1 Name and Title

1.3.2 Signature

1.4 Applicant (Legal Name of Entity)

Williamsburg Educational Services, LLC

1.5 Mailing Address

32 E 100 S Ste 204  
Saint George, Utah 84770

<b>1.6 Name and title of authorized contact</b> N Peter Jensen	<b>1.7 Contact Information</b> <b>1.7.1 Phone:</b> 512-827-1540 <b>1.7.2 Fax:</b> 435-772-9534 <b>1.7.3 Email:</b> peter@williamsburged.org
---	--

<b>Date Received by Department of Education</b>	
---	--

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

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*Deputy Superintendent  
Instructional, Research and  
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*Deputy Superintendent  
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<http://www.doe.nv.gov>

## Section 2 – List of Courses

Please provide a list of all courses being requested for approval with this application. Use additional pages as necessary.

2.1 Course Title	2.2 Course Number	2.3 Grade Level(s)	2.4 Course Vendor Or Provider
U.S. History A	n/a	9, 10	Williamsburg Educational Services
U.S. History B	n/a	9, 10	Williamsburg Educational Services
World History	n/a	10 -12	Williamsburg Educational Services
Government & Economics A	n/a	11, 12	Williamsburg Educational Services
Government & Economics B	n/a	11, 12	Williamsburg Educational Services
Geography & World Events	n/a	9 -12	Williamsburg Educational Services
Pre-Algebra A	n/a	9, 10	Williamsburg Educational Services
Pre-Algebra B	n/a	9, 10	Williamsburg Educational Services
Algebra 1A	n/a	9, 10	Williamsburg Educational Services
Algebra 1B	n/a	9, 10	Williamsburg Educational Services
Algebra 2A	n/a	9 – 11	Williamsburg Educational Services
Algebra 2B	n/a	9 – 11	Williamsburg Educational Services
Geometry A	n/a	9 – 12	Williamsburg Educational Services
Geometry B	n/a	9 – 12	Williamsburg Educational Services

Euclidian Geometry A	n/a	10 – 12	Williamsburg Educational Services
Euclidian Geometry B	n/a	10 – 12	Williamsburg Educational Services
Pre-Calculus A	n/a	10 – 12	Williamsburg Educational Services
Pre-Calculus B	n/a	10 – 12	Williamsburg Educational Services
Writing Primer	n/a	9	Williamsburg Educational Services
Writing A (Language Arts 9A)	n/a	9	Williamsburg Educational Services
Writing B (Language Arts 9B)	n/a	9	Williamsburg Educational Services
American Literature A (Language Arts 10A)	n/a	10	Williamsburg Educational Services
American Literature B (Language Arts 10B)	n/a	10	Williamsburg Educational Services
Research & Writing	n/a	10 – 11	Williamsburg Educational Services
Political Literature (Language Arts 11A)	n/a	11	Williamsburg Educational Services
Short Stories (Language Arts 11B)	n/a	11	Williamsburg Educational Services
World Literature A (Language Arts 12A)	n/a	12	Williamsburg Educational Services
World Literature B (Language Arts 12B)	n/a	12	Williamsburg Educational Services
Creative Writing	n/a	9 – 12	Williamsburg Educational Services
English 1 (English as a Second Language)	n/a	9 – 12	Williamsburg Educational Services
English 2 (English as a Second Language)	n/a	9 – 12	Williamsburg Educational Services
Education Technology	n/a	9	Williamsburg Educational Services
Earth Science A	n/a	9, 10	Williamsburg Educational Services
Earth Science B	n/a	9, 10	Williamsburg Educational Services
Biology A	n/a	10 – 12	Williamsburg Educational Services
Biology B	n/a	10 – 12	Williamsburg Educational Services
Chemistry A	n/a	10 – 12	Williamsburg Educational Services
Chemistry B	n/a	10 – 12	Williamsburg Educational Services
Physics A	n/a	10 – 12	Williamsburg Educational Services
Physics B	n/a	10 – 12	Williamsburg Educational Services

Drawing	n/a	9 – 12	Williamsburg Educational Services
Filmmaking	n/a	9 – 12	Williamsburg Educational Services
Guitar Revolution	n/a	9 – 12	Williamsburg Educational Services
Music Appreciation	n/a	9 – 12	Williamsburg Educational Services
Photography	n/a	9 – 12	Williamsburg Educational Services
College Leadership	n/a	9 - 12	
Financial Leadership	n/a	9 – 12	Williamsburg Educational Services
Personal Leadership A	n/a	9 – 12	Williamsburg Educational Services
Personal Leadership B	n/a	9 – 12	Williamsburg Educational Services
Social Leadership A	n/a	9 – 12	Williamsburg Educational Services
Social Leadership B	n/a	9 – 12	Williamsburg Educational Services
Spanish 1	n/a	9, 10	Williamsburg Educational Services
Spanish 2	n/a	10, 11	Williamsburg Educational Services
Spanish 3	n/a	11, 12	Williamsburg Educational Services
Fitness for Life (Physical Education)	n/a	9 – 12	Williamsburg Educational Services
Health 2—Mind and Body Stewardship	n/a	9 – 12	Williamsburg Educational Services
Stability, Strength & Power	n/a	9 - 12	Williamsburg Educational Services
General Physical Education (Independent)	n/a	9 – 12	Williamsburg Educational Services
Debate	n/a	9 – 12	Williamsburg Educational Services
Public Speaking	n/a	9 – 10	Williamsburg Educational Services
Study Skills	n/a	9 - 10	Williamsburg Educational Services

JAMES W. GUTHRIE  
*Superintendent of  
Public Instruction*

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*Deputy Superintendent  
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Social Studies

[U.S. History A](#)

[U.S. History B](#)

[World History](#)

[Government & Economics A](#)

[Government & Economics B](#)

[Geography & World Events](#)

Math

[Pre-Algebra A](#)

[Pre-Algebra B](#)

[Algebra 1A](#)

[Algebra 1B](#)

[Algebra 2A](#)

[Algebra 2B](#)

[Geometry A](#)

[Geometry B](#)

[Euclidian Geometry A](#)

[Euclidian Geometry B](#)

English Language Arts

[Writing Primer](#)

[Writing A \(Language Arts 9A\)](#)

[Writing B \(Language Arts 9B\)](#)

[American Literature A \(Language Arts 10A\)](#)

[American Literature B \(Language Arts 10B\)](#)

[Research & Writing](#)

[Political Literature \(Language Arts 11A\)](#)

[Short Stories \(Language Arts 11B\)](#)

[World Literature A \(Language Arts 12A\)](#)

[World Literature B \(Language Arts 12B\)](#)

[Creative Writing](#)

English as a Second Language

[English 1 \(ESL\)](#)

[English 2 \(ESL\)](#)

[Computers & Technology](#)

[Education Technology](#)

[Science](#)

[Earth Science A](#)

[Earth Science B](#)

[Biology A](#)

[Biology B](#)

[Chemistry A](#)

[Chemistry B](#)

[Physics A](#)

[Physics B](#)

[Fine Arts](#)

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[Guitar Revolution](#)

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[Spanish 2](#)

[Spanish 3](#)

[Physical Health & Education](#)

[Fitness for Life](#)

[Health 2--Mind and Body Stewardship](#)

[Stability, Strength & Power](#)

[General Physical Education \(Independent\)](#)

[Electives](#)

[Debate](#)

[Public Speaking](#)

[Study Skills](#)

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## Section 3 – Course Information

Provide the following information for **each course** being requested for approval with this application. Use a separate form for each course. Expand sections and use additional pages as necessary.

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# Social Studies

## US History A

<b>3.1 Course Title</b>	U.S. History A
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9, 10
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Social Studies
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course covers the events, people, and ideas that shaped the country during the Founding, Antebellum, Civil War, Industrialization, and Progressive eras.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following:	<ul style="list-style-type: none"> <li>William J. Bennett, America: The Last Best Hope, Vol. 1, ISBN 1595550550, published by Nelson Current, copyright 2006</li> <li>Chris Wallace, Character: Profiles in</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<p>Presidential Courage, ISBN 159071038X, published by Rugged Land, copyright 2004</p>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Participation, 25% group weight</li> <li>● Study Guides, 20% group weight</li> <li>● Diagrams, 5%</li> <li>● Group Project, 5%</li> <li>● Simulations, 5%</li> <li>● Extra Credit, 5%</li> <li>● Student Presentation, 2.5%</li> <li>● Creative Work Presentation, 2.5%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Oral, written and project assessments, combined 35% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<ul style="list-style-type: none"> <li>● H1.[9-12].1</li> <li>● H1.[9-12].2</li> <li>● H1.[9-12].3</li> <li>● H1.[9-12].4</li> <li>● H1.[9-12].5</li> <li>● H1.[9-12].6</li> <li>● H2.[9-12].1</li> <li>● H2.[9-12].2</li> <li>● H2.[9-12].3</li> <li>● H2.[9-12].4</li> <li>● H2.[9-12].5</li> <li>● H2.[9-12].16</li> <li>● H2.[9-12].17</li> <li>● H2.[9-12].18</li> <li>● H2.[9-12].19</li> <li>● H2.[9-12].20</li> </ul>

	<ul style="list-style-type: none"> <li>• H3.[9-12].1</li> <li>• H3.[9-12].2</li> <li>• H3.[9-12].3</li> <li>• H3.[9-12].4</li> <li>• H3.[9-12].5</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">U.S. History A Syllabus</a> Syllabus is from an actual class, and uses representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## U.S. History B

<b>3.1 Course Title</b>	<b>U.S. History B</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9,10
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Social Studies
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course covers the events, people, and ideas that shaped the country during the WWI/Great Depression, WWII/Cold War, End of Cold War, and Turn of the Century eras.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> </ul>	<ul style="list-style-type: none"> <li>● William J. Bennett, America: The Last Best Hope, Vol. 2, ISBN 1595550879, published by Thomas Nelson, copyright 2008</li> <li>● William J. Bennett, A Century Turns, ISBN 1595551697, published by Thomas Nelson, copyright 2010</li> <li>● Chris Wallace, Character: Profiles in</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Copyright Date</b></li> </ul>	Presidential Courage, ISBN 159071038X, published by Rugged Land, copyright 2004
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>• Synchronous learning sessions in Blackboard Collaborate</li> <li>• Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>• Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>• If students do not attend office hours, teachers will email and/or call</li> <li>• We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Participation, 25% group weight</li> <li>• Study Guides, 20% group weight</li> <li>• Diagrams, 5%</li> <li>• Group Project, 5%</li> <li>• Simulations, 5%</li> <li>• Student Presentation, 2.5%</li> <li>• Creative Work Presentation, 2.5%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>• Oral, written and project assessments, combined 35% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<ul style="list-style-type: none"> <li>• H1.[9-12].7</li> <li>• H1.[9-12].8</li> <li>• H2.[9-12].5</li> <li>• H2.[9-12].6</li> <li>• H2.[9-12].7</li> <li>• H2.[9-12].8</li> <li>• H2.[9-12].9</li> <li>• H2.[9-12].10</li> <li>• H2.[9-12].11</li> <li>• H2.[9-12].12</li> <li>• H2.[9-12].13</li> <li>• H2.[9-12].14</li> <li>• H2.[9-12].15</li> <li>• H3.[9-12].6</li> <li>• H3.[9-12].7</li> <li>• H3.[9-12].8</li> <li>• H3.[9-12].9</li> <li>• H3.[9-12].10</li> </ul>

	<ul style="list-style-type: none"> <li>• H3.[9-12].11</li> <li>• H3.[9-12].12</li> <li>• H3.[9-12].13</li> <li>• H3.[9-12].14</li> <li>• H3.[9-12].17</li> <li>• H3.[9-12].18</li> <li>• H3.[9-12].19</li> <li>• H3.[9-12].22</li> <li>• H3.[9-12].23</li> <li>• H3.[9-12].24</li> <li>• H4.[9-12].1</li> <li>• H4.[9-12].2</li> <li>• H4.[9-12].3</li> <li>• H4.[9-12].4</li> <li>• H4.[9-12].5</li> <li>• H4.[9-12].6</li> <li>• H4.[9-12].7</li> <li>• H4.[9-12].8</li> <li>• H4.[9-12].9</li> <li>• H4.[9-12].15</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">US History B Syllabus</a> Syllabus is from an actual class, and has dates and other class-specific information that should be disregarded.</p> <p>Teacher to be determined. Teacher will be licensed.</p>



# World History

<b>3.1 Course Title</b>	<b>World History</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	10 - 12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Social Studies
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course covers the events, people, and ideas that have shaped the world, including the rise and fall of both Western and Eastern civilizations and their politics, religion, leaders and humanity.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> </ul>	<ul style="list-style-type: none"> <li>● Will Durrant, Heroes of History, ISBN 0743226127, published by Simon &amp; Schuster, copyright 2001</li> <li>● Will Durrant, Lessons of History, ISBN 978-1439149959, published by Simon &amp; Schuster, copyright 2010</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>• Synchronous learning sessions in Blackboard Collaborate</li> <li>• Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>• Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>• If students do not attend office hours, teachers will email and/or call</li> <li>• We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Student Presentations, 20% group weight</li> <li>• Colloquia, 12.5% group weight</li> <li>• Participation (read, write, discuss), 10%</li> <li>• Essay, 5%</li> <li>• Group Projects, 2.5%% group weight</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>• Oral, written and project assessments, combined 50% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<ul style="list-style-type: none"> <li>• H1.[9-12].9</li> <li>• H1.[9-12].10</li> <li>• H1.[9-12].11</li> <li>• H1.[9-12].12</li> <li>• H1.[9-12].13</li> <li>• H1.[9-12].14</li> <li>• H1.[9-12].15</li> <li>• H1.[9-12].16</li> <li>• H2.[9-12].16</li> <li>• H2.[9-12].17</li> <li>• H2.[9-12].18</li> <li>• H2.[9-12].19</li> <li>• H2.[9-12].20</li> <li>• H2.[9-12].21</li> <li>• H2.[9-12].22</li> <li>• H3.[9-12].12</li> <li>• H3.[9-12].13</li> <li>• H3.[9-12].14</li> <li>• H3.[9-12].15</li> <li>• H3.[9-12].16</li> <li>• H3.[9-12].17</li> </ul>

	<ul style="list-style-type: none"> <li>• H3.[9-12].18</li> <li>• H3.[9-12].19</li> <li>• H3.[9-12].20</li> <li>• H3.[9-12].21</li> <li>• H3.[9-12].22</li> <li>• H3.[9-12].23</li> <li>• H3.[9-12].24</li> <li>• H3.[9-12].25</li> <li>• H4.[9-12].10</li> <li>• H4.[9-12].11</li> <li>• H4.[9-12].12</li> <li>• H4.[9-12].13</li> <li>• H4.[9-12].14</li> <li>• H4.[9-12].15</li> <li>• H4.[9-12].16</li> <li>• H4.[9-12].17</li> <li>• H4.[9-12].18</li> <li>• H4.[9-12].19</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">World History Syllabus</a>. Syllabus is from an actual class, and has representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Government & Economics A

<b>3.1 Course Title</b>	<b>Government &amp; Economics A</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	11,12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Social Studies
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course covers the principles, people, and ideas that shaped United States government, including Montesquieu, Locke, freedom and the aims of the Constitution.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> </ul>	<ul style="list-style-type: none"> <li>● W. Cleon Skousen, The Five Thousand Year Leap, ISBN 0880801484, published by National Center for Constitutional Studies, copyright 2006</li> <li>● Charles Montesquieu, The Spirit of the Laws, ISBN 0521369746, published by Cambridge University Press, copyright 1989</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>• John Locke, <i>Second Treatise on Government</i>, ISBN 0879753374, published by Prometheus Books, copyright 1986</li> </ul>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>• Synchronous learning sessions in Blackboard Collaborate</li> <li>• Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>• Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>• If students do not attend office hours, teachers will email and/or call</li> <li>• We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Study Guides, 20%</li> <li>• Epiphany Discussions, 10%</li> <li>• Debate Discussions, 10%</li> <li>• Student Presentations, 15%</li> <li>• Diagram, 2.5%</li> <li>• Creative Work Presentation, 2.5%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>• Quizzes, 20% group weight</li> <li>• Oral, written and project assessments, combined 20% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<ul style="list-style-type: none"> <li>• E11.[9-12].6</li> <li>• E11.[9-12].7</li> <li>• E11.[9-12].8</li> <li>• E11.[9-12].9</li> <li>• E11.[9-12].10</li> <li>• C13.[9-12].1</li> <li>• C13.[9-12].2</li> <li>• C13.[9-12].3</li> <li>• C13.[9-12].4</li> <li>• C13.[9-12].5</li> <li>• C13.[9-12].6</li> <li>• C13.[9-12].7</li> <li>• C13.[9-12].8</li> <li>• C14.[9-12].1</li> <li>• C14.[9-12].2</li> <li>• C14.[9-12].3</li> <li>• C14.[9-12].4</li> </ul>

	<ul style="list-style-type: none"> <li>• C14.[9-12].5</li> <li>• C14.[9-12].6</li> <li>• C14.[9-12].8</li> <li>• C14.[9-12].9</li> <li>• C14.[9-12].10</li> <li>• C14.[9-12].11</li> <li>• C14.[9-12].12</li> <li>• C15.[9-12].1</li> <li>• C15.[9-12].2</li> <li>• C15.[9-12].3</li> <li>• C15.[9-12].4</li> <li>• C15.[9-12].5</li> <li>• C15.[9-12].6</li> </ul> <p><b>CCSS Reading Informational Text Standard, Grades 11-12</b></p> <ul style="list-style-type: none"> <li>• Integration of Knowledge and Ideas <ul style="list-style-type: none"> <li>○ 7</li> <li>○ 8</li> <li>○ 9</li> </ul> </li> <li>• Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> <li>○ 10</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Government &amp; Economics A Syllabus</a> Syllabus is from an actual class, and has dates and other class-specific information that should be disregarded.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Government & Economics B

<b>3.1 Course Title</b>	<b>Government &amp; Economics B</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	11, 12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Social Studies
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course covers the rights and inherent responsibilities of citizens of the United States (through case studies) and the criticality of a free-market economy including supply and demand, monetary systems, inflation, protectionism and debt.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>Exact Title &amp; Edition</li> </ul>	<ul style="list-style-type: none"> <li>W. Cleon Skousen, The Five Thousand Year Leap, ISBN 0880801484, published by National Center for Constitutional Studies, copyright 2006</li> <li>Alexis de Tocqueville, Democracy in America, ISBN 0226805360, published by University of Chicago</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<p>Press, copyright 2000</p> <ul style="list-style-type: none"> <li>● Hamilton, Madison, Jay, Henry, The Federalist and Anti-federalist Papers, ISBN 1449579876, published by CreateSpace, copyright 2009</li> <li>● Old Testament, King James or NIV Version</li> <li>● Frederick Bastiat, Selected Essays on Political Economy, ISBN 0910614156, published by Foundation for Economic Education, copyright 1968</li> <li>● Richard J. Maybury, Whatever Happened to Penny Candy?, ISBN 0942617622, published by Bluestocking Press, copyright 2010</li> </ul>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Study Guides, 25% group weight</li> <li>● Participation (read,write, discuss), 25% group weight</li> <li>● Student Presentations, 10%</li> <li>● Group Projects, 5%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Oral, written and project assessments, combined 35% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<ul style="list-style-type: none"> <li>● E9.[9-12].1</li> <li>● E9.[9-12].2</li> <li>● E9.[9-12].3</li> <li>● E9.[9-12].4</li> <li>● E9.[9-12].5</li> <li>● E10.[9-12].1</li> <li>● E10.[9-12].2</li> <li>● E10.[9-12].3</li> <li>● E10.[9-12].4</li> <li>● E10.[9-12].5</li> </ul>



	<ul style="list-style-type: none"> <li>• E10.[9-12].6</li> <li>• E10.[9-12].7</li> <li>• E10.[9-12].8</li> <li>• E10.[9-12].9</li> <li>• E10.[9-12].10</li> <li>• E10.[9-12].11</li> <li>• E10.[9-12].12</li> <li>• E10.[9-12].13</li> <li>• E10.[9-12].14</li> <li>• E10.[9-12].15</li> <li>• E11.[9-12].1</li> <li>• E11.[9-12].2</li> <li>• E11.[9-12].3</li> <li>• E11.[9-12].4</li> <li>• E11.[9-12].5</li> <li>• E11.[9-12].6</li> <li>• E11.[9-12].7</li> <li>• E11.[9-12].8</li> <li>• E11.[9-12].9</li> <li>• E11.[9-12].10</li> <li>• C16.[9-12].1</li> <li>• C16.[9-12].2</li> <li>• C16.[9-12].3</li> <li>• C16.[9-12].4</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Government &amp; Economics B Syllabus</a>. Syllabus is from an actual class, and has dates and other class-specific information that should be disregarded.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Geography & World Events

<b>3.1 Course Title</b>	<b>Geography &amp; World Events</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9-12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Social Studies
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course explores the globe in political, spatial and human terms. Students will understand the earth's climates, geography and borders and the resulting conflict lines and struggles for freedom, prosperity and power.
<b>3.9 Textbook(s)</b>	<ul style="list-style-type: none"> <li>All necessary materials will be provided by the</li> </ul>

<p>Include textbooks and any supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<p>instructor, including links to appropriate web resources and geography and world event texts/readings.</p>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Colloquia, 20% group weight</li> <li>● Section Presentations, 15% group weight</li> <li>● Study Guides, 15% group weight</li> <li>● Group Presentations, 10% group weight</li> <li>● Lecture Notes, 2.5%</li> <li>● Debate Discussions, 2.5%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Oral and written assessments, combined 35% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<ul style="list-style-type: none"> <li>● H2.[9-12].23</li> <li>● H2.[9-12].24</li> <li>● H2.[9-12].25</li> <li>● H4.[9-12].20</li> <li>● H4.[9-12].21</li> <li>● H4.[9-12].22</li> <li>● H4.[9-12].23</li> <li>● H4.[9-12].24</li> <li>● G5.[9-12].1</li> <li>● G5.[9-12].2</li> <li>● G5.[9-12].3</li> <li>● G5.[9-12].4</li> <li>● G5.[9-12].5</li> <li>● G5.[9-12].6</li> <li>● G5.[9-12].7</li> </ul>

	<ul style="list-style-type: none"> <li>• G5.[9-12].8</li> <li>• G6.[9-12].1</li> <li>• G6.[9-12].2</li> <li>• G6.[9-12].3</li> <li>• G6.[9-12].4</li> <li>• G6.[9-12].5</li> <li>• G6.[9-12].6</li> <li>• G6.[9-12].7</li> <li>• G6.[9-12].8</li> <li>• G7.[9-12].1</li> <li>• G7.[9-12].2</li> <li>• G7.[9-12].3</li> <li>• G7.[9-12].4</li> <li>• G7.[9-12].5</li> <li>• G7.[9-12].6</li> <li>• G7.[9-12].7</li> <li>• G7.[9-12].8</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Geography &amp; World Events Syllabus</a> Syllabus is from an actual class, and has dates and other class-specific information that should be disregarded.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

# Math

## Pre-Algebra A

<b>3.1 Course Title</b>	Pre-Algebra A
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9, 10
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Mathematics
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course covers the concept of Function and an in depth study of lines as functions. Irrational numbers, transformations, Pythagorean theorem, and three dimensional shapes, and bivariate data are also covered.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:  <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> <li>· <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● Online materials and textbooks are provided for the course</li> </ul>
<b>3.10 Description of Instructional</b>	This course is internet-based. Instructional methods

<p><b>Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.</p>	<p>include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b>  Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b>  Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through: Assignments</p> <ul style="list-style-type: none"> <li>● Mastery Assessments, 60% group weight</li> <li>● Final Assessment, 20% group weight</li> <li>● Math Workshops, 10%</li> <li>● Math Treatise, 10%</li> </ul>
<p><b>3.13 State Standards Alignment</b> List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Common Core State Standards-Math:</b></p> <ul style="list-style-type: none"> <li>● 8.NS.1</li> <li>● 8.NS.2</li> <li>● 8.EE.1</li> <li>● 8.EE.2</li> <li>● 8.EE.3</li> <li>● 8.EE.4</li> <li>● 8.EE.5</li> <li>● 8.EE.6</li> <li>● 8.EE.7a,7b</li> <li>● 8.EE8a,8b,8c</li> <li>● 8.F.4</li> <li>● 8.F.5</li> </ul>
<p><b>3.14 List of Attachments</b> Include: 1. Syllabus (all courses) 2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</p>	<p><a href="#">Pre-Algebra A Syllabus</a>  Teacher to be determined. Teacher will be licensed.</p>

## Pre-Algebra B

<b>3.1 Course Title</b>	Pre-Algebra B
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9 , 10
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Mathematics
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course covers the concept of Function and an in depth study of lines as functions. Irrational numbers, transformations, pythagorean theorem, and three dimensional shapes, and bivariate data are also talked about.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> <li>· <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● Online materials and textbooks are provided for the course</li> </ul>
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.	This course is internet-based. Instructional methods include: <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>

<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through: Assignments</p> <ul style="list-style-type: none"> <li>● Mastery Assessments, 60% group weight</li> <li>● Final Assessment, 20% group weight</li> <li>● Math Workshops, 10%</li> <li>● Math Treatise, 10%</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Common Core State Standards-Math:</b></p> <ul style="list-style-type: none"> <li>● 8.F.1</li> <li>● 8.F.2</li> <li>● 8.F.3</li> <li>● 8.F.4</li> <li>● 8.F.5</li> <li>● 8.G.1a,1b, 1c</li> <li>● 8.G.2</li> <li>● 8.G.3</li> <li>● 8.G.4</li> <li>● 8.G.5</li> <li>● 8.G.6</li> <li>● 8.G.7</li> <li>● 8.G.8</li> <li>● 8.G.9</li> <li>● 8.SP.1</li> <li>● 8.SP.2</li> <li>● 8.SP.3</li> <li>● 8.SP.4</li> </ul>
<p><b>3.14 List of Attachments</b></p> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Pre-Algebra B Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>



## Algebra 1A

<b>3.1 Course Title</b>	Algebra 1A
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9 - 10
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Mathematics
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course covers functions, function notation, linear functions, exponential functions, quadratic functions, modeling these functions equations, solving systems of equations, and descriptive statistics in one variable.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:  <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> <li>· <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● Online material and textbooks are provided for the course</li> </ul>
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.	This course is internet-based. Instructional methods include:  <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard</li> </ul>

	<p>Collaborate</p> <ul style="list-style-type: none"> <li>Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>If students do not attend office hours, teachers will email and/or call</li> <li>We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>Mastery Assessments, 60% group weight</li> <li>Math Workshops, 10%</li> <li>Math Treatise, 10%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>Final Assessment, 20% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Common Core State Standards-Math:</b></p> <ul style="list-style-type: none"> <li>N.RN.1</li> <li>N.RN.2</li> <li>N.NR.3</li> <li>N.Q.1</li> <li>N.Q.2</li> <li>N.Q.3</li> <li>A.CED.1</li> <li>A.CED.2</li> <li>A.CED.3</li> <li>A.CED.4</li> <li>A.REI.1</li> <li>A.REI.3</li> <li>A.REI.5</li> <li>A.REI.6</li> <li>A.REI.7</li> <li>A.REI.10</li> <li>A.REI.11</li> <li>A.REI.12</li> <li>F.IF.1</li> <li>F.IF.2</li> <li>F.IF.4</li> <li>F.IF.5</li> <li>F.IF.6</li> <li>F.IF.8b</li> </ul>

	<ul style="list-style-type: none"> <li>● F.IF.9</li> <li>● F.BF.1a,1c</li> <li>● F.BF.2</li> <li>● F.BF.3</li> <li>● F.LE.1a,1b,1c</li> <li>● F.LE.2</li> <li>● F.LE.3</li> <li>● F.LE.5</li> </ul>
<p>· <b>3.14 List of Attachments</b>  Include:  1. Syllabus (all courses)  2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</p>	<p><a href="#">Algebra 1A Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Algebra 1B

<b>3.1 Course Title</b>	<b>Algebra 1B</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9 - 10
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Mathematics
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course covers functions, function notation, linear functions, exponential functions, quadratic functions, modeling these functions equations, solving systems of equations, and descriptive statistics in one variable.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:  <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> <li>· <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● Online material and textbooks are provided for the course</li> </ul>
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b>	This course is internet-based. Instructional methods include:

<p>For example, two-way video, Internet-based, computer program, etc.</p>	<ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Mastery Assessments, 60% group weight</li> <li>● Math Workshops, 10% group weight</li> <li>● Math Treatise, 10% group weight</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Final Assessment, 20%</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Common Core State Standards-Math:</b></p> <ul style="list-style-type: none"> <li>● A.SSE.1a,1b,</li> <li>● A.SSE.2</li> <li>● A.SSE.3a,3b,3c</li> <li>● A.APR.1</li> <li>● A.CED.1</li> <li>● A.CED.2</li> <li>● A.CED.3</li> <li>● A.CED.4</li> <li>● A.REI.4a,4b</li> <li>● F.IF.3</li> <li>● F.IF.4</li> <li>● F.IF.5</li> <li>● F.IF.6</li> <li>● F.IF.7a,7b</li> <li>● F.IF,8a</li> <li>● F.IF.9</li> <li>● F.BF.4a</li> <li>● S.ID.1</li> <li>● S.ID.2</li> <li>● S.ID.3</li> <li>● S.ID.5</li> <li>● S.ID.6a,6b,6c</li> </ul>

	<ul style="list-style-type: none"> <li>• S.ID.7</li> <li>• S.ID.8</li> <li>• S.ID.9</li> </ul>
<p>· <b>3.14 List of Attachments</b>  Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Algebra 1B Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Algebra 2A

<b>3.1 Course Title</b>	Algebra 2A
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9 - 11
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Mathematics
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course covers an advanced study of functions: polynomials, radical, rational, systems of equations, and advanced trigonometry. There is a unit on descriptive statistics in two variables
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:  <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> <li>· <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● Online materials and textbooks are provided for the course</li> </ul>
<b>3.10 Description of Instructional</b>	This course is internet-based. Instructional methods

<p><b>Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.</p>	<p>include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through: Assignments</p> <ul style="list-style-type: none"> <li>● Mastery Assessments, 60% group weight</li> <li>● Final Assessment, 20% group weight</li> <li>● Math Workshops, 10%</li> <li>● Math Treatise, 10%</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Common Core State Standards-Math:</b></p> <ul style="list-style-type: none"> <li>● N.CN.1</li> <li>● N.CN.2</li> <li>● N.CN.3</li> <li>● N.CN.7</li> <li>● N.CN.8</li> <li>● N.CN.9</li> <li>● A.SSE.1a,1b</li> <li>● A.SSE.2</li> <li>● A.SSE.4</li> <li>● A.APR.1</li> <li>● A.APR.2</li> <li>● A.APR.3</li> <li>● A.APR.4</li> <li>● A.APR.5</li> <li>● A.APR.6</li> <li>● A.APR.7</li> <li>● A.CED.1</li> <li>● A.CED.2</li> <li>● A.CED.3</li> <li>● A.CED.4</li> <li>● A.REI.2</li> </ul>



	<ul style="list-style-type: none"> <li>● A.RESI.11</li> <li>● F.IF.4</li> <li>● F.IF.5</li> <li>● F.IF.6</li> <li>● F.IF.7b,7c,7d,7e</li> <li>● F.IF.8</li> <li>● F.IF.9</li> <li>● F.BF.1b</li> <li>● F.BF.3</li> <li>● F.BF.4a,4b,4c,4d</li> <li>● F.LE.4</li> </ul>
<p>· <b>3.14 List of Attachments</b>  Include:  1. Syllabus (all courses)  2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</p>	<p><a href="#">Algebra 2A Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Algebra 2B

<b>3.1 Course Title</b>	Algebra 2B
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9 - 11
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Mathematics
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course covers an advanced study of functions: polynomials, radical, rational, systems of equations, and advanced trigonometry. There is a unit on descriptive statistics in two variables
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:  <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> <li>· <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● Online materials and textbooks are provided for the course</li> </ul>
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.	This course is internet-based. Instructional methods include:  <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> </ul>

	<ul style="list-style-type: none"> <li>Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>If students do not attend office hours, teachers will email and/or call</li> <li>We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through: Assignments</p> <ul style="list-style-type: none"> <li>Mastery Assessments, 60% group weight</li> <li>Final Assessment, 20% group weight</li> <li>Math Workshops, 10%</li> <li>Math Treatise, 10%</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Common Core State Standards-Math:</b></p> <ul style="list-style-type: none"> <li>F.TF.1</li> <li>F.TF.2</li> <li>F.TF.3</li> <li>F.TF.4</li> <li>F.TF.5</li> <li>F.TF.6</li> <li>F.TF.7</li> <li>F.TF.8</li> <li>F.TF.9</li> <li>S.ID.4</li> <li>S.IC.1</li> <li>S.IC.2</li> <li>S.IC.3</li> <li>S.IC.4</li> <li>S.IC.5</li> <li>S.IC.6</li> <li>S.MD.6</li> <li>S.MD.7</li> </ul>
<p><b>3.14 List of Attachments</b></p> <p>Include:</p> <ol style="list-style-type: none"> <li>Syllabus (all courses)</li> <li>Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Algebra 2B Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Geometry A

<b>3.1 Course Title</b>	<b>Geometry A</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9 - 12
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Mathematics
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course covers the study of shapes, planes, congruence, similarity, transformation and trigonometric ratios.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> <li>· <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● Online material and textbooks are provided for the course</li> </ul>
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.	This course is internet-based. Instructional methods include: <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>

<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Mastery Assessments, 60% group weight</li> <li>● Final Assessment, 20% group weight</li> <li>● Math Workshops, 10%</li> <li>● Math Treatise, 10%</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Common Core State Standards-Math:</b></p> <ul style="list-style-type: none"> <li>● G.CO.1</li> <li>● G.CO.6</li> <li>● G.CO.7</li> <li>● G.CO.8</li> <li>● G.CO.9</li> <li>● G.CO.10</li> <li>● G.CO.12</li> <li>● G.SRT.2</li> <li>● G.SRT.3</li> <li>● G.SRT.4</li> <li>● G.SRT.5</li> <li>● G.SRT.6</li> <li>● G.SRT.7</li> <li>● G.SRT.8</li> <li>● G.GPE.4</li> <li>● G.GPE.5</li> <li>● G.GPE.6</li> <li>● G.GPE.7</li> <li>● G.MG.1</li> <li>● G.MG.2</li> <li>● G.MG.3</li> </ul>
<p><b>3.14 List of Attachments</b></p> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Geometry A Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Geometry B

<b>3.1 Course Title</b>	<b>Geometry B</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	<b>9 - 12</b>
<b>3.4 Number of Credits</b>	<b>0.5</b>
<b>Hours of Instructional Time Required</b>	<b>72 - 90</b>
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	<b>To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.</b>
<b>3.7.2 Subject Area(s)</b>	<b>Mathematics</b>
<b>3.7.3 Grade Level(s)</b>	<b>9 - 12</b>
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course covers the study of shapes, planes, congruence, similarity, transformation and trigonometric ratios.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> <li>· <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● Online material and textbooks are provided for the course</li> </ul>
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.	This course is internet-based. Instructional methods include: <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>

<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through: Assignments</p> <ul style="list-style-type: none"> <li>● Mastery Assessments, 60% group weight</li> <li>● Final Assessment, 20% group weight</li> <li>● Math Workshops, 10%</li> <li>● Math Treatise, 10%</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Common Core State Standards-Math:</b></p> <ul style="list-style-type: none"> <li>● G.CO.2</li> <li>● G.CO.3</li> <li>● G.CO.4</li> <li>● G.CO.5</li> <li>● G.CO.11</li> <li>● G.CO.12</li> <li>● G.CO.13</li> <li>● G.SRT.1a,1b</li> <li>● G.SRT.9</li> <li>● G.SRT.10</li> <li>● G.SRT.11</li> <li>● G.C.1</li> <li>● G.C.2</li> <li>● G.C.3</li> <li>● G.C.4</li> <li>● G.C.5</li> <li>● G.GMD.1</li> <li>● G.GMD.3</li> <li>● G.GMD.4</li> <li>● G.MG.1</li> <li>● G.MG.2</li> <li>● G.MG.3</li> <li>● S.CP.1</li> <li>● S.CP.2</li> <li>● S.CP.3</li> <li>● S.CP.4</li> <li>● S.CP.5</li> <li>● S.CP.6</li> </ul>

	<ul style="list-style-type: none"> <li>● S.CP.7</li> <li>● S.CP.8</li> <li>● S.CP.9</li> <li>● S.MD.6</li> <li>● S.MD.7</li> </ul>
<p><b>3.14 List of Attachments</b></p> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Geometry B Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>



## Euclidian Geometry A

<b>3.1 Course Title</b>	Euclidian Geometry A
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	10 - 12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Mathematics
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course covers the study of shapes, planes, congruence, similarity, transformation and trigonometric ratios and a study of Euclid's Elements
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:  <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> <li>· <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● Online material and textbooks are provided for the course</li> </ul>

<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b> Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b> Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through: Assignments</p> <ul style="list-style-type: none"> <li>● Mastery Assessments, 40% group weight</li> <li>● Final Assessment, 20% group weight</li> <li>● Math Workshops, 30%</li> <li>● Math Treatise, 10%</li> </ul>

<p><b>3.13 State Standards Alignment</b> List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Common Core State Standards-Math:</b></p> <ul style="list-style-type: none"> <li>● G.CO.1</li> <li>● G.CO.6</li> <li>● G.CO.7</li> <li>● G.CO.8</li> <li>● G.CO.9</li> <li>● G.CO.10</li> <li>● G.CO.12</li> <li>● G.SRT.2</li> <li>● G.SRT.3</li> <li>● G.SRT.4</li> <li>● G.SRT.5</li> <li>● G.SRT.6</li> <li>● G.SRT.7</li> <li>● G.SRT.8</li> <li>● G.GPE.4</li> <li>● G.GPE.5</li> <li>● G.GPE.6</li> <li>● G.GPE.7</li> <li>● G.MG.1</li> <li>● G.MG.2</li> <li>● G.MG.3</li> </ul>
<p><b>3.14 List of Attachments</b> Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Euclidian Geometry A Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Euclidian Geometry B

<b>3.1 Course Title</b>	Euclidian Geometry B	
<b>3.2 Course Number</b>	n/a	
<b>3.3 Grade Level(s)</b>	10 - 12	
<b>3.4 Number of Credits</b>	0.5	
<b>Hours of Instructional Time Required</b>	72 - 90	
<b>3.6 Provide the following information for the person responsible for this course.</b>		
<b>3.6.1 Name</b>	N Peter Jensen	
<b>3.6.2 Phone</b>	512-827-1540	
<b>3.6.3 Fax</b>	435-772-9534	
<b>3.6.4 Email</b>	peter@williamsburged.org	
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.		
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.	
<b>3.7.2 Subject Area(s)</b>	Mathematics	
<b>3.7.3 Grade Level(s)</b>	9 - 12	
<b>3.7.4 License Number</b>	n/a	
<b>3.7.5 Licensing State</b>	n/a	
<b>3.7.6 Alternate Description/Qualifications</b>	n/a	
<b>3.8 Detailed Course Description</b>	This course covers the study of shapes, planes, congruence, similarity, transformation and trigonometric ratios, and a study of Euclid's Elements	
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:  <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> <li>· <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● Online material and textbooks are provided for the course</li> </ul>	

<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b> Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b> Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through: Assignments</p> <ul style="list-style-type: none"> <li>● Mastery Assessments, 40% group weight</li> <li>● Final Assessment, 20% group weight</li> <li>● Math Workshops, 30%</li> <li>● Math Treatise, 10%</li> </ul>
<p><b>3.13 State Standards Alignment</b> List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Common Core State Standards-Math:</b></p> <ul style="list-style-type: none"> <li>● G.CO.2</li> <li>● G.CO.3</li> <li>● G.CO.4</li> <li>● G.CO.5</li> <li>● G.CO.11</li> <li>● G.CO.12</li> <li>● G.CO.13</li> <li>● G.SRT.1a,1b</li> <li>● G.SRT.9</li> <li>● G.SRT.10</li> <li>● G.SRT.11</li> <li>● G.C.1</li> <li>● G.C.2</li> <li>● G.C.3</li> <li>● G.C.4</li> <li>● G.C.5</li> <li>● G.GMD.1</li> <li>● G.GMD.3</li> </ul>

	<ul style="list-style-type: none"> <li>● G.GMD.4</li> <li>● G.MG.1</li> <li>● G.MG.2</li> <li>● G.MG.3</li> <li>● S.CP.1</li> <li>● S.CP.2</li> <li>● S.CP.3</li> <li>● S.CP.4</li> <li>● S.CP.5</li> <li>● S.CP.6</li> <li>● S.CP.7</li> <li>● S.CP.8</li> <li>● S.CP.9</li> <li>● S.MD.6</li> <li>● S.MD.7</li> </ul>
<p>· <b>3.14 List of Attachments</b></p> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Euclidian Geometry B Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Pre-Calculus A

<b>3.1 Course Title</b>	Pre-Calculus A
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	10 - 12
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Mathematics
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course covers the topics necessary to do well in college Calculus. Complex numbers, matrices, vectors, conic sections, and some trigonometry
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:  <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> </ul>	<ul style="list-style-type: none"> <li>● Online materials and textbooks are provided for the course</li> </ul>

Copyright Date	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b> Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b> Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through: Assignments</p> <ul style="list-style-type: none"> <li>● Mastery Assessments, 60% group weight</li> <li>● Final Assessment, 20% group weight</li> <li>● Math Workshops, 10%</li> <li>● Math Treatise, 10%</li> <li>● Extra Credit, 5%</li> </ul>
<p><b>3.13 State Standards Alignment</b> List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Common Core State Standards-Math:</b></p> <ul style="list-style-type: none"> <li>● N.CN.3</li> <li>● N.CN.4</li> <li>● N.CN.4</li> <li>● N.CN.6</li> <li>● N.CN.8</li> <li>● N.CN.9</li> <li>● N.VM.1</li> <li>● N.VM.2</li> <li>● N.VM.3</li> <li>● N.VM.4a,4b,4c</li> <li>● N.VM.5a,5b</li> <li>● N.VM.6</li> <li>● N.VM.7</li> <li>● N.VM.8</li> <li>● N.VM.9</li> <li>● N.VM.10</li> <li>● N.VM.11</li> </ul>



	<ul style="list-style-type: none"> <li>● N.VM.12</li> <li>● A.APR.5</li> <li>● A.APR.7</li> <li>● F.BF.4b,4c,4d</li> <li>● F.BF.5</li> <li>● F.TF.3</li> <li>● F.TF.4</li> <li>● F.TF.6</li> <li>● F.TF.7</li> <li>● F.TF.9</li> <li>● G.SRT.11</li> <li>● G.GPE.3</li> </ul>
<p>· <b>3.14 List of Attachments</b>  Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Pre-Calculus A Syllabus</a> .  Teacher to be determined. Teacher will be licensed.</p>

## Pre-Calculus B

<b>3.1 Course Title</b>	Pre-Calculus B
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	10 - 12
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Mathematics
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course covers the topics necessary to do well in college Calculus. Complex numbers, matrices, vectors, conic sections, and some trigonometry
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:  <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> <li>· <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● Online materials and textbooks are provided for the course</li> </ul>

<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b>  Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b>  Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through: Assignments</p> <ul style="list-style-type: none"> <li>● Mastery Assessments, 60% group weight</li> <li>● Final Assessment, 20% group weight</li> <li>● Math Workshops, 10%</li> <li>● Math Treatise, 10%</li> </ul>
<p><b>3.13 State Standards Alignment</b> List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Common Core State Standards-Math:</b></p> <ul style="list-style-type: none"> <li>● N.CN.3</li> <li>● N.CN.4</li> <li>● N.CN.4</li> <li>● N.CN.6</li> <li>● N.CN.8</li> <li>● N.CN.9</li> <li>● N.VM.1</li> <li>● N.VM.2</li> <li>● N.VM.3</li> <li>● N.VM.4a,4b,4c</li> <li>● N.VM.5a,5b</li> <li>● N.VM.6</li> <li>● N.VM.7</li> <li>● N.VM.8</li> <li>● N.VM.9</li> <li>● N.VM.10</li> </ul>

	<ul style="list-style-type: none"> <li>● N.VM.11</li> <li>● N.VM.12</li> <li>● A.APR.5</li> <li>● A.APR.7</li> <li>● F.BF.4b,4c,4d</li> <li>● F.BF.5</li> <li>● F.TF.3</li> <li>● F.TF.4</li> <li>● F.TF.6</li> <li>● F.TF.7</li> <li>● F.TF.9</li> <li>● G.SRT.11</li> <li>● G.GPE.3</li> </ul>
<p>• <b>3.14 List of Attachments</b>  Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Pre-Calculus B Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

# English Language Arts

## Writing Primer

<b>3.1 Course Title</b>	<b>Writing Primer</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English Language
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course is designed to teach students the basics of formulaic writing skills, focusing on grammar, sentence structure, key word outlines, and one-, three-, and five-paragraph essays. Students are strongly encouraged to take this class prior to beginning Williamsburg instruction.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following:	<ul style="list-style-type: none"> <li><i>Writing Ebook</i>, digital book, published by Institute for Excellence in Writing and Williamsburg Academy,</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<p>copyright 2012.</p>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Skill Builder Assignments, 35% group weight</li> <li>● One-Paragraph Essay, 15%</li> <li>● One-Paragraph Essay Student Presentation, 105</li> <li>● Three-Paragraph Essay, 10%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Grammar Quizzes, 15% group weight</li> <li>● Three-Paragraph Essay Final, 15%</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>CCSS Language Standards: Grades 9-10</b></p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> <li>○ 2a</li> <li>○ 2b</li> <li>○ 2c</li> </ul> <p>Knowledge of Language</p> <ul style="list-style-type: none"> <li>○ 3a</li> </ul> <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> <li>○ 4a</li> <li>○ 4b</li> <li>○ 4c</li> <li>○ 4d</li> <li>○ 5a</li> <li>○ 5b</li> </ul> <p><b>CCSS Writing Standards: Grades 9-10</b></p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> <li>○ 1e</li> </ul>

	<ul style="list-style-type: none"> <li>○ 2a</li> <li>○ 2b</li> </ul> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Writing Primer Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Writing A (Language Arts 9A)

<b>3.1 Course Title</b>	Writing A (Language Arts 9A)
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English Language
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course teaches students essential formulaic writing skills and English grammar required for strong, clear and concise written expression in all high school and collegiate level writing courses. Students will develop analytical and critical thinking skills, as well as their own writing style, as they research and write informative and persuasive essays.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Writing Ebook</i>, digital book, published by Institute for Excellence in Writing and Williamsburg Academy, copyright 2012.</li> </ul>



<ul style="list-style-type: none"> <li>• <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>• Synchronous learning sessions in Blackboard Collaborate</li> <li>• Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>• Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>• If students do not attend office hours, teachers will email and/or call</li> <li>• We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Skill Builders, 20% group weight</li> <li>• Essay Steps, 15% group weigh</li> <li>• One-Paragraph Essay, 10% group weight</li> <li>• Informative Essay, 10%</li> <li>• Persuasive Essay First Draft, 10%</li> <li>• Persuasive Essay Final Draft, 10%</li> <li>• Three-Paragraph Essay, 5%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>• Grammar Quiz, 15% group weight</li> <li>• Final Exam, 5%</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>CCSS Reading Informational Text Standards, Grades 9-10:</b></p> <ul style="list-style-type: none"> <li>• Key Ideas and Details <ul style="list-style-type: none"> <li>○ 1</li> <li>○ 2</li> <li>○ 3</li> </ul> </li> <li>• Integration of Knowledge and Ideas <ul style="list-style-type: none"> <li>○ 8</li> </ul> </li> </ul> <p><b>CCSS Language Standards: Grades 9-10</b></p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> <li>○ 2a</li> <li>○ 2b</li> <li>○ 2c</li> </ul> <p>Knowledge of Language</p> <ul style="list-style-type: none"> <li>○ 3a</li> </ul> <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> <li>○ 4a</li> <li>○ 4b</li> </ul>

	<ul style="list-style-type: none"> <li>○ 4c</li> <li>○ 4d</li> </ul> <p><b>CCSS Writing Standards: Grades 9-10</b></p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> <li>○ 1c</li> <li>○ 1d</li> <li>○ 1e</li> <li>○ 2a</li> <li>○ 2b</li> <li>○ 2c</li> <li>○ 2d</li> <li>○ 2e</li> <li>○ 2f</li> </ul> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> <li>• Research to Build and Present Knowledge <ul style="list-style-type: none"> <li>○ 7</li> <li>○ 8</li> <li>○ 9b</li> </ul> </li> <li>• Range of Writing <ul style="list-style-type: none"> <li>○ 10</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Writing A Course Syllabus</a>. Syllabus is from an actual class, and has dates and other class-specific information that should be disregarded.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Writing B (Language Arts 9B)

<b>3.1 Course Title</b>	<b>Writing B (Language Arts 9B)</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English Language
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course builds on its prerequisite, Writing A, furthering students' essential formulaic writing skills required for strong, clear and concise written expression in all high school and collegiate level writing courses. Students continue to develop analytical, critical thinking, and writing skills while analyzing literature, finding and documenting sources, using key word outlines and developing skills in timed essay writing.
<b>3.9 Textbook(s)</b>  Include textbooks and any	<ul style="list-style-type: none"> <li><i>Writing Ebook</i>, digital book, published by Institute for Excellence in Writing and Williamsburg Academy,</li> </ul>

<p>supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<p>copyright 2012.</p>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Skill Builders, 20% group weight</li> <li>● Reading Guides, 15% group weight</li> <li>● Timed Essay, 15% group weight</li> <li>● Essay Steps, 10% group weight</li> <li>● Literary Analysis Essay, 10%</li> <li>● One-Paragraph Essay, 7.5% group weight</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● Quizzes, 12.5% group weight</li> <li>● Final Exam, 10%</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>CCSS Reading Literature Standards, Grades 9-10:</b></p> <ul style="list-style-type: none"> <li>● Key Ideas and Details <ul style="list-style-type: none"> <li>○ 1</li> <li>○ 2</li> <li>○ 3</li> </ul> </li> <li>● Craft and Structure <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> </ul> </li> <li>● Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> <li>○ 10</li> </ul> </li> </ul> <p><b>CCSS Reading Informational Text Standard, Grades 9-10:</b></p> <ul style="list-style-type: none"> <li>● Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> <li>○ 10</li> </ul> </li> </ul> <p><b>CCSS Language Standards: Grades 9-10</b></p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> </ul>

	<ul style="list-style-type: none"> <li>○ 2a</li> <li>○ 2b</li> <li>○ 2c</li> </ul> <p>Knowledge of Language</p> <ul style="list-style-type: none"> <li>○ 3a</li> </ul> <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> <li>○ 4a</li> <li>○ 4b</li> <li>○ 4c</li> <li>○ 4d</li> <li>○ 6</li> </ul> <p><b>CCSS Writing Standards: Grades 9-10</b></p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> <li>○ 1c</li> <li>○ 1d</li> <li>○ 1e</li> <li>○ 2a</li> <li>○ 2b</li> <li>○ 2c</li> <li>○ 2d</li> <li>○ 2e</li> <li>○ 2f</li> </ul> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> </ul> <ul style="list-style-type: none"> <li>● Research to Build and Present Knowledge <ul style="list-style-type: none"> <li>○ 8</li> <li>○ 9a</li> </ul> </li> <li>● Range of Writing <ul style="list-style-type: none"> <li>○ 10</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Writing B Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## American Literature A (Language Arts 10A)

<b>3.1 Course Title</b>	American Literature A (Language Arts 10A)
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	10
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English Literature
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course teaches students about American Literature with four emphases: Colonial/Revolutionary Literature, Transcendental Literature, Romantic Literature and Realistic Literature. The course objective is to help students understand the American character and, vicariously, their own character, through poetry, essays, short stories and novels.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the	<ul style="list-style-type: none"> <li>• Harriet Beecher Stowe, <i>Uncle Tom's Cabin</i>, ISBN # 0486440281, published by Dover Publications, copyright 2005.</li> <li>• Esther Forbes, <i>Johnny Tremain</i>, ISBN # 0440442508,</li> </ul>

<p>following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<p>published by Dell, copyright 1970.</p> <ul style="list-style-type: none"> <li>● Stephen Crane, <i>The Red Badge of Courage</i>, ISBN # 1416500251, published by Pocket, copyright 2005.</li> <li>● Benjamin Franklin, <i>Autobiography</i>, ISBN # 1936594374, published by Tribeca Books, copyright 2010.</li> <li>● Mark Twain, <i>A Connecticut Yankee in King Arthur's Court</i>, ISBN # 1440426317, published by CreateSpace, copyright 2010.</li> <li>● Nathaniel Hawthorne, <i>The Scarlet Letter</i>, ISBN # 0143105442, published by Penguin Classics, copyright 2009.</li> </ul>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Class Participation, 20% group weight</li> <li>● Colloquia, 15% group weight</li> <li>● Epiphany Slide for Colloquia, 12.5% group weight</li> <li>● Student Presentation, 5%</li> <li>● Collaborative Class Presentation, 2.5%</li> <li>● Memorization Pieces, 2.5% group weight</li> <li>● Creative Writing, 2.5% group weight</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● Midterm Essay, 20%</li> <li>● Final Essay, 20%</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>CCSS Reading Literature Standards, Grades 9-10:</b></p> <ul style="list-style-type: none"> <li>● Key Ideas and Details <ul style="list-style-type: none"> <li>○ 1</li> <li>○ 2</li> <li>○ 3</li> </ul> </li> <li>● Craft and Structure <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> </ul> </li> <li>● Integration of Knowledge and Ideas <ul style="list-style-type: none"> <li>○ 7</li> </ul> </li> </ul>

- 9
- Range of Reading and Level of Text Complexity
  - 10

**CCSS Speaking and Listening Standards, Grades 9-10:**

- Comprehension and Collaboration
  - 1a
  - 1b
  - 1c
  - 1d
  - 3
- Presentation of Knowledge and Ideas
  - 4
  - 5

**CCSS Language Standards, Grades 9-10:**

- Conventions of Standard English
  - 1a
  - 1b
  - 2a
  - 2b
  - 2c
- Knowledge of Language
  - 3a
- Vocabulary Acquisition and Use
  - 4a
  - 4b
  - 4c
  - 4d
  - 5a
  - 5b
  - 6

**CCSS Writing Standards, Grades 9-10:**

- Text Types and Purposes
  - 1a
  - 1b
  - 1c
  - 1d
  - 1e
  - 2a
  - 2b
  - 2c
  - 2d
  - 2e
  - 2f
- Production and Distribution of Writing
  - 4
  - 5
  - 6
- Research to Build and Present Knowledge



	<ul style="list-style-type: none"> <li>○ 7</li> <li>○ 8</li> <li>○ 9a</li> <li>○ 9b</li> <li>● Range of Writing <ul style="list-style-type: none"> <li>○ 10</li> </ul> </li> </ul> <p><b>CCSS Reading Literature Standards, Grades 11-12</b></p> <ul style="list-style-type: none"> <li>● Integration of Knowledge and Ideas <ul style="list-style-type: none"> <li>○ 9</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">American Literature A Syllabus</a> Syllabus is from an actual class, and has dates and other class-specific information that should be disregarded.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## American Literature B (Language Arts 10B)

<b>3.1 Course Title</b>	American Literature B (Language Arts 10B)
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	10
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English Language
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course continues what began in American Literature A, a journey through great American works. American Literature B covers literature of the Progressive Era, the Modern Era, and the Cold War/Civil Rights Movement Era and ends with Contemporary American Literature. Students learn more about American character and their own character as they read, discuss and write about great American literature.
<b>3.9 Textbook(s)</b>  Include textbooks and any	<ul style="list-style-type: none"> <li>Helen Keller, <i>The Story of My Life</i>, ISBN # 1416500324, published by Pocket, copyright 2005.</li> <li>Harper Lee, <i>To Kill a Mockingbird</i>, ISBN # 006017322X,</li> </ul>

<p>supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<p>published by HarperCollins Publishers, copyright 1995.</p> <ul style="list-style-type: none"> <li>● A.E. Hotchner, <i>King of the Hill</i>, ISBN # 0060924055, published by HarperCollins, copyright 1993.</li> <li>● Ernest Hemingway, <i>The Old Man and the Sea</i>, ISBN # 0684801221, published by Scribner Paperback Fiction, copyright 1995.</li> <li>● Brandon Sanderson, <i>Mistborn: The Final Empire</i>, ISBN 9780765350381, published by Tor Fantasy, copyright 2007.</li> <li>● Ayn Rand, <i>Anthem</i>, ISBN # 0452281253, published by Plume, copyright 1999.</li> <li>● Arthur Miller, <i>The Crucible</i>, ISBN # 0142437336, published by Penguin Books, copyright 1995.</li> </ul>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Colloquia, 20% group weight</li> <li>● Participation, 20% group weight</li> <li>● Epiphany Slides for Colloquia, 15% group weight</li> <li>● Collaborative Class Presentation, 5%</li> <li>● Student Presentation, 5%</li> <li>● Memorization Pieces, 5% group weight</li> <li>● Creative Writing, 5% group weight</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● Midterm Exam, 15%</li> <li>● Final Exam, 15%</li> </ul>

### 3.13 State Standards Alignment

List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.

### CCSS Reading Literature Standards, Grades 9-10:

- Key Ideas and Details
  - 1
  - 2
  - 3
- Craft and Structure
  - 4
  - 5
  - 6
- Integration of Knowledge and Ideas
  - 7
  - 9
- Range of Reading and Level of Text Complexity
  - 10

### CCSS Reading Informational Text Standards, Grades 9-10

- Key Ideas and Details
  - 1
  - 2
  - 3
- Craft and Structure
  - 4
  - 5
  - 6
- Integration of Knowledge and Ideas
  - 7
  - 8
  - 9
- Range of Reading and Level of Text Complexity
  - 10

### CCSS Speaking and Listening Standards, Grades 9-10

- Comprehension and Collaboration
  - 1a
  - 1b
  - 1c
  - 1d
  - 2
  - 3
- Presentation of Knowledge and Ideas
  - 4
  - 5
  - 6

### CCSS Language Standards: Grades 9-10

#### Conventions of Standard English

- 1a
- 1b
- 2a
- 2b
- 2c

	<p>Knowledge of Language</p> <ul style="list-style-type: none"> <li>○ 3a</li> </ul> <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> <li>○ 4a</li> <li>○ 4b</li> <li>○ 4c</li> <li>○ 4d</li> <li>○ 5a</li> <li>○ 5b</li> <li>○ 6</li> </ul> <p><b>CCSS Writing Standards: Grades 9-10</b></p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> <li>○ 1c</li> <li>○ 1d</li> <li>○ 1e</li> <li>○ 2a</li> <li>○ 2b</li> <li>○ 2c</li> <li>○ 2d</li> <li>○ 2e</li> <li>○ 2f</li> <li>○ 3a</li> <li>○ 3b</li> <li>○ 3c</li> <li>○ 3d</li> <li>○ 3e</li> </ul> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> <li>● Research to Build and Present Knowledge <ul style="list-style-type: none"> <li>○ 7</li> <li>○ 8</li> <li>○ 9a</li> <li>○ 9b</li> </ul> </li> <li>● Range of Writing <ul style="list-style-type: none"> <li>○ 10</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, etc.)</li> </ol>	<p><a href="#">American Literature B Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Research & Writing

<b>3.1 Course Title</b>	<b>Research &amp; Writing</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	10-11
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English Language
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	In this course students will become proficient in the research and planning involved in creating a large-scale, research-driven essay. Students will evaluate their own work and the work of other students for structure and style and will create strong introductory, conclusory and transition paragraphs. This course prepares students for a lifetime of focused, researched writing.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Writing Ebook</i>, digital book, published by Institute for Excellence in Writing and Williamsburg Academy, copyright 2012.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Essay Steps, 20% group weight</li> <li>● Skill Builders, 20% group weight</li> <li>● Research Log, 20%</li> <li>● Research-Driven Super Essay Draft 1, 10%</li> <li>● Research-Driven Super Essay Draft 2, 10%</li> <li>● Research-Driven Super Essay Final, 20%</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● None--a portfolio-driven class</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>CCSS Reading Informational Text Standard, Grades 11-12</b></p> <ul style="list-style-type: none"> <li>● Key Ideas and Details <ul style="list-style-type: none"> <li>○ 1</li> <li>○ 2</li> <li>○ 3</li> </ul> </li> <li>● Craft and Structure <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> </ul> </li> <li>● Integration of Knowledge and Ideas <ul style="list-style-type: none"> <li>○ 7</li> </ul> </li> <li>● Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> <li>○ 10</li> </ul> </li> </ul> <p><b>CCSS Language Standards: Grades 11-12</b></p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> <li>○ 2a</li> <li>○ 2b</li> </ul> <p>Knowledge of Language</p> <ul style="list-style-type: none"> <li>○ 3a</li> </ul>

	<p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> <li>○ 4a</li> <li>○ 4b</li> <li>○ 4c</li> <li>○ 4d</li> <li>○ 5a</li> <li>○ 5b</li> <li>○ 6</li> </ul> <p><b>CCSS Writing Standards: Grades 11-12</b></p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> <li>○ 1c</li> <li>○ 1d</li> <li>○ 1e</li> <li>○ 2a</li> <li>○ 2b</li> <li>○ 2c</li> <li>○ 2d</li> <li>○ 2e</li> <li>○ 2f</li> </ul> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> <li>● Research to Build and Present Knowledge <ul style="list-style-type: none"> <li>○ 7</li> <li>○ 8</li> <li>○ 9b</li> </ul> </li> <li>● Range of Writing <ul style="list-style-type: none"> <li>○ 10</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Research &amp; Writing Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>



## Political Literature (Language Arts 11A)

<b>3.1 Course Title</b>	Political Literature (Language Arts 11A)
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	11
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English Language
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course gives students a deeper understanding of human nature, especially our political nature through the study of political literature. Students will further their English language skills while identifying sociological themes, identifying with characters and stories, and gaining a greater understanding of the human condition.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> </ul>	<ul style="list-style-type: none"> <li>● Ray Bradbury, <i>Fahrenheit 451</i>, ISBN # 0345342968, published by Ballantine Books, copyright 1982.</li> <li>● William Golding, <i>Lord of the Flies</i>, ISBN # 0399529209, published by Berkley, copyright 2003.</li> <li>● Charles Dickens, <i>A Tale of Two Cities</i>, ISBN # 0141439602, published by Penguin Books, copyright</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Copyright Date</b></li> </ul>	<p>2003.</p> <ul style="list-style-type: none"> <li>● George Orwell, <i>Animal Farm</i>, ISBN # 0451526341, published by New American Library, copyright 1996.</li> <li>● James A. Michener, <i>Bridge at Andau</i>, ISBN # 0449210502, published by Fawcett, copyright 1957.</li> <li>● Robert Bolt, <i>A Man for All Seasons</i>, ISBN # 0679728228, published by Vintage Books, copyright 1990.</li> <li>● Robert A. Heinlein, <i>The Moon is a Harsh Mistress</i>, ISBN # 0312863551, published by Tom Doherty Associates, copyright 1997.</li> </ul>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Colloquia, 20% group weight</li> <li>● Participation, 15% group weight</li> <li>● Epiphany Slides for Colloquia, 15% group weight</li> <li>● Student Presentation, 5%</li> <li>● Collaborative Class Presentation, 2.5%</li> <li>● Memorization Pieces, 2.5% group weight</li> <li>● Creative Writing, 15% group weight</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● Exams, 25% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>CCSS Reading Literature Standards, Grades 11-12:</b></p> <ul style="list-style-type: none"> <li>● Key Ideas and Details <ul style="list-style-type: none"> <li>○ 1</li> <li>○ 2</li> </ul> </li> <li>● Craft and Structure <ul style="list-style-type: none"> <li>○ 4</li> </ul> </li> </ul> <p><b>CCSS Speaking &amp; Listening Standards, Grades 11-12</b></p> <ul style="list-style-type: none"> <li>● Comprehension and Collaboration <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> <li>○ 1c</li> </ul> </li> </ul>

- 1d
- Presentation of Knowledge and Ideas
  - 4
  - 5

**CCSS Language Standards: Grades 11-12**

Conventions of Standard English

- 1a
- 1b
- 2a
- 2b

Knowledge of Language

- 3a

Vocabulary Acquisition and Use

- 4a
- 4b
- 4c
- 4d
- 5a
- 5b
- 6

**CCSS Writing Standards: Grades 11-12**

Text Types and Purposes

- 1a
- 1b
- 1c
- 1d
- 1e
- 2a
- 2b
- 2c
- 2d
- 2e
- 2f
- 3a
- 3b
- 3c
- 3d
- 3e

Production and Distribution of Writing

- 4
- 5
- 6
- Research to Build and Present Knowledge
  - 9a
  - 9b
- Range of Writing
  - 10

- **3.14 List of Attachments**

Include:

1. Syllabus (all courses)
2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)

[Political Literature Syllabus](#)

Teacher to be determined.  
Teacher will be licensed.

## Short Stories (Language Arts 11B)

<b>3.1 Course Title</b>	<b>Short Stories (Language Arts 11B)</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	11
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English Language
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course continues to broaden students' perspectives on the human condition with a focus on short stories. Students will read and talk about myths, fables, fairy tales, ballads, and story poems. The final two sections of the class will deal exclusively with the traditional short story, analyzing the authors' words and themes as well as asking students to write their own stories, and present and discuss their work in class.
<b>3.9 Textbook(s)</b>  Include textbooks and any	<ul style="list-style-type: none"> <li>All necessary materials will be provided by the instructor, including links to short stories and short story texts..</li> </ul>

<p>supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Participation, 20% group weight</li> <li>● Colloquia, 12.5% group weight</li> <li>● Epiphany Slides for Colloquia, 10% group weight</li> <li>● Creative Writing, 10% group weight</li> <li>● Student Presentation, 5%</li> <li>● Collaborative Class Presentation, 5%</li> <li>● Memorization Pieces, 5% group weight</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● Exams, 32.5% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>CCSS Reading Literature Standards, Grades 11-12:</b></p> <ul style="list-style-type: none"> <li>● Key Ideas and Details <ul style="list-style-type: none"> <li>○ 1</li> <li>○ 2</li> <li>○ 3</li> </ul> </li> <li>● Craft and Structure <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> </ul> </li> <li>● Integration of Knowledge and Ideas <ul style="list-style-type: none"> <li>○ 7</li> </ul> </li> <li>● Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> <li>○ 10</li> </ul> </li> </ul> <p><b>CCSS Speaking &amp; Listening Standards, Grades 11-12</b></p> <ul style="list-style-type: none"> <li>● Comprehension and Collaboration <ul style="list-style-type: none"> <li>○ 1a</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ 1b</li> <li>○ 1c</li> <li>○ 1d</li> <li>○ 2</li> <li>○ 3</li> <li>● Presentation of Knowledge and Ideas <ul style="list-style-type: none"> <li>○ 5</li> <li>○ 6</li> </ul> </li> </ul> <p><b>CCSS Language Standards: Grades 11-12</b></p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> <li>○ 2a</li> <li>○ 2b</li> </ul> <p>Knowledge of Language</p> <ul style="list-style-type: none"> <li>○ 3a</li> </ul> <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> <li>○ 4a</li> <li>○ 4b</li> <li>○ 4c</li> <li>○ 4d</li> <li>○ 5a</li> <li>○ 5b</li> <li>○ 6</li> </ul> <p><b>CCSS Writing Standards: Grades 11-12</b></p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> <li>○ 3a</li> <li>○ 3b</li> <li>○ 3c</li> <li>○ 3d</li> <li>○ 3e</li> </ul> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> </ul> <ul style="list-style-type: none"> <li>● Research to Build and Present Knowledge <ul style="list-style-type: none"> <li>○ 9a</li> </ul> </li> <li>● Range of Writing <ul style="list-style-type: none"> <li>○ 10</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Short Stories Syllabus</a> Syllabus is from an actual class and has representative dates. Please disregard dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## World Literature A (Language Arts 12A)

<b>3.1 Course Title</b>	<b>World Literature A (Language Arts 12A)</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English Language
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	Throughout this course students will read many of the core books of the Western world. From Greek and Roman classics to The Bible, Beowulf and Shakespeare, these adventures in reading are designed to broaden students' minds about humanity and explore their own characters. Writing, discussions, and group participation insure that students will gain deep understanding of the grandest Western world literature classics.
<b>3.9 Textbook(s)</b>  Include textbooks and any	<ul style="list-style-type: none"> <li>Homer, <i>The Odyssey</i>, ISBN # 1936041413, published by Simon &amp; Brown, copyright 2010.</li> <li>Virgil, <i>The Aeneid</i>, ISBN # 9780140449327, published by</li> </ul>



<p>supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<p>Penguin, copyright 2003.</p> <ul style="list-style-type: none"> <li>● Matthew, Mark, Luke &amp; John, <i>The Books of Matthew, Mark, Luke, John and The Acts of the Apostles</i> from the New Testament, King James Version, any publication.</li> <li>● Anonymous, <i>Beowulf</i>, ISBN # 0451530969, published by Signet Classics, copyright 2008.</li> <li>● William Shakespeare, <i>The Complete Works of Shakespeare</i>, Any folio will do.</li> </ul>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Participation, 22.5% group weight</li> <li>● Colloquia, 12.5% group weight</li> <li>● Epiphany Slides for Colloquia, 10% group weight</li> <li>● Creative Writing, 10% group weight</li> <li>● Collaborative Class Presentation, 5%</li> <li>● Memorization Pieces, 5% group weight</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● Exams, 35% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>CCSS Reading Literature Standards, Grades 11-12:</b></p> <ul style="list-style-type: none"> <li>● Key Ideas and Details <ul style="list-style-type: none"> <li>○ 1</li> <li>○ 2</li> <li>○ 3</li> </ul> </li> <li>● Craft and Structure <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> </ul> </li> <li>● Integration of Knowledge and Ideas <ul style="list-style-type: none"> <li>○ 7</li> </ul> </li> </ul> <p><b>CCSS Speaking &amp; Listening Standards, Grades 11-12</b></p> <ul style="list-style-type: none"> <li>● Comprehension and Collaboration <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> </ul> </li> </ul>

- 1c
- 1d
- 2
- 3
- Presentation of Knowledge and Ideas
  - 4
  - 5
  - 6

**CCSS Language Standards: Grades 11-12**

Conventions of Standard English

- 1a
- 1b
- 2a
- 2b

Knowledge of Language

- 3a

Vocabulary Acquisition and Use

- 4a
- 4b
- 4c
- 4d
- 5a
- 5b
- 6

**CCSS Writing Standards: Grades 11-12**

Text Types and Purposes

- 3a
- 3b
- 3c
- 3d
- 3e

Production and Distribution of Writing

- 4
- 5
- 6

- Research to Build and Present Knowledge

- 7
- 8
- 9a

● **3.14 List of Attachments**

Include:

1. Syllabus (all courses)
2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)

[World Literature A Syllabus](#) Syllabus is from an actual class and has representative dates. Please disregard dates.

Teacher to be determined. Teacher will be licensed.

## World Literature B (Language Arts 12B)

<b>3.1 Course Title</b>	World Literature B (Language Arts 12B)
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English Language
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course introduces students to the varied literature of other cultures around the world. Students will read texts about/from Japan, Afghanistan, India, Rwanda and China and will read firsthand the challenges faced by people from these lands, as well as by Native Americans and Jewish people. Students will see what forces shape the lives of people all over the world and will be able to better direct their own lives because of the experience.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>Exact Title &amp; Edition</li> </ul>	<ul style="list-style-type: none"> <li>Masuji Ibuse, <i>Black Rain</i>, ISBN # 087011364X, published by Kodansha International, copyright 1979.</li> <li>Jung Chang, <i>Wild Swans</i>, ISBN # 0007176155, published by HarperCollins Publishing Ltd., copyright 2004.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● Salman Rushdie, <i>Midnight's Children</i>, ISBN # 0812976533, published by Random House Trade Paperbacks, copyright 2006.</li> <li>● Khaled Hosseini, <i>The Kite Runner</i>, ISBN # 1594480001, published by Riverhead Books, copyright 2005.</li> <li>● Immaculee Ilibagiza, <i>Left to Tell</i>, ISBN # f1401908977, published by Hay House, copyright 2007.</li> <li>● Rudolfo Anaya, <i>Bless Me, Ultima</i>, ISBN # 9780446675369, published by Warner Books, copyright 1999.</li> <li>● Chaim Potok, <i>The Chosen</i>, ISBN # 0141040777, published by Penguin Books, Limited, copyright 2009.</li> </ul>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Colloquia, 35% group weight</li> <li>● Lectures/Discussions, 15% group weight</li> <li>● Creative Writing, 10% group weight</li> <li>● Memorization Pieces, 10% group weight</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● Exams, 30% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>CCSS Reading Literature Standards, Grades 11-12:</b></p> <ul style="list-style-type: none"> <li>● Key Ideas and Details <ul style="list-style-type: none"> <li>○ 1</li> <li>○ 2</li> <li>○ 3</li> </ul> </li> <li>● Craft and Structure <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> </ul> </li> <li>● Integration of Knowledge and Ideas <ul style="list-style-type: none"> <li>○ 7</li> </ul> </li> <li>● Range of Reading and Level of Text Complexity</li> </ul>

- 10

**CCSS Speaking & Listening Standards, Grades 11-12**

- Comprehension and Collaboration
  - 1a
  - 1b
  - 1c
  - 1d
  - 2
  - 3
- Presentation of Knowledge and Ideas
  - 4
  - 5
  - 6

**CCSS Language Standards: Grades 11-12**

Conventions of Standard English

- 1a
- 1b
- 2a
- 2b

Knowledge of Language

- 3a

Vocabulary Acquisition and Use

- 4a
- 4b
- 4c
- 4d
- 5a
- 5b
- 6

**CCSS Writing Standards: Grades 11-12**

Text Types and Purposes

- 1a
- 1b
- 1c
- 1d
- 1e
- 3a
- 3b
- 3c
- 3d
- 3e

Production and Distribution of Writing

- 4
- 5
- 6
- Research to Build and Present Knowledge
  - 8
  - 9a

• **3.14 List of Attachments**

Include:

1. Syllabus (all courses)
2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)

[World Literature B Syllabus](#)

Teacher to be determined. Teacher will be licensed.

## Creative Writing

<b>3.1 Course Title</b>	<b>Creative Writing</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9-12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English Language
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course guides students through the creative writing process, helping them write a formulaic, research-based story (novel or short story) with feedback from fellow students and teacher, self-reflection, and an option of submitting it for publication.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Writing Ebook</i>, digital book, published by Institute for Excellence in Writing and Williamsburg Academy, copyright 2012.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Reading Guide, 30% group weight</li> <li>● Story Steps, 25%</li> <li>● Creative Work Presentation, 20% group weight</li> <li>● Completed Story, 20%</li> <li>● Self Evaluation, 5%</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● No assessments, a portfolio-driven class</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>CCSS Reading Literature Standards, Grades 11-12:</b></p> <ul style="list-style-type: none"> <li>● Key Ideas and Details <ul style="list-style-type: none"> <li>○ 1</li> <li>○ 2</li> <li>○ 3</li> </ul> </li> <li>● Craft and Structure <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> </ul> </li> <li>● Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> <li>○ 10</li> </ul> </li> </ul> <p><b>CCSS Language Standards, Grades 11-12</b></p> <ul style="list-style-type: none"> <li>● Conventions of Standard English <ul style="list-style-type: none"> <li>○ 2a</li> <li>○ 2b</li> </ul> </li> <li>● Knowledge of Language <ul style="list-style-type: none"> <li>○ 3a</li> </ul> </li> <li>● Vocabulary Acquisition and Use <ul style="list-style-type: none"> <li>○ 4a</li> <li>○ 4b</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ 4c</li> <li>○ 4d</li> <li>○ 5a</li> <li>○ 5b</li> </ul> <p><b>CCSS Writing Standards: Grades 11-12</b></p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> <li>○ 3a</li> <li>○ 3b</li> <li>○ 3c</li> <li>○ 3d</li> <li>○ 3e</li> </ul> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> </ul> <ul style="list-style-type: none"> <li>● Research to Build and Present Knowledge <ul style="list-style-type: none"> <li>○ 7</li> <li>○ 8</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Creative Writing Syllabus</a></p> <p>Teacher will be licensed.</p>

# English as a Second Language

## English 1 (ESL)

<b>3.1 Course Title</b>	English 1 (ESL)
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9-12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English Language
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course aids Limited English Proficient (LEP) students in reading, writing, speaking and understanding English so they are prepared for a successful high school and college career and for life. English 1 is the first course and incorporates two main elements: Rosetta Stone English (a self-paced, intensive, online language course) and guided instruction through total immersion in core and elective classes with native speakers and mentors. Students begin with Level 1 of Rosetta Stone and progress at their own pace, with mentor oversight,

	<p>reviewing as necessary, while practicing developing reading, writing, listening and speaking skills in synchronous classes in other, core subjects with their peers. Core subject mentors (Social Studies, Science and English Language Arts) guide and evaluate students' progress toward language proficiency.</p>
<p><b>3.9 Textbook(s)</b></p> <p>Include textbooks and any supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Rosetta Stone</i>, Version 3, English-Detailed</li> </ul>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Independent study through Rosetta Stone</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Independent Study, 60%</li> <li>● Evaluations, 40%</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● No assessments, a portfolio-driven class</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Nevada State Standards for English as a Second Language:</b></p> <ul style="list-style-type: none"> <li>● 1.0.I.1</li> <li>● 1.0.I.2</li> <li>● 1.0.I.3</li> <li>● 1.0.I.4</li> <li>● 2.0.I.1</li> <li>● 2.0.I.2</li> <li>● 2.0.I.3</li> <li>● 3.0.I.1</li> </ul>

	<ul style="list-style-type: none"> <li>● 3.0.I.2</li> <li>● 3.0.I.3</li> <li>● 3.0.I.4</li> <li>● 4.0.I.1</li> <li>● 4.0.I.2</li> <li>● 4.0.I.3</li> <li>● 4.0.I.4</li> <li>● 5.0.I.1</li> <li>● 5.0.I.2</li> <li>● 5.0.I.3</li> <li>● 5.0.I.4</li> <li>● 5.0.I.5</li> <li>● 5.0.I.6</li> <li>● 6.0.I.2</li> <li>● 6.0.I.4</li> <li>● 7.0.I.1</li> <li>● 7.0.I.2</li> <li>● 7.0.I.3</li> <li>● 7.0.I.4</li> <li>● 7.0.I.5</li> <li>● 8.0.I.1</li> <li>● 8.0.I.2</li> <li>● 8.0.I.3</li> <li>● 8.0.I.4</li> <li>● 9.0.I.1</li> <li>● 9.0.I.2</li> <li>● 9.0.I.3</li> <li>● 9.0.I.4</li> <li>● 10.0.I.1</li> <li>● 10.0.I.2</li> <li>● 10.0.I.3</li> <li>● 11.0.I.2</li> <li>● 11.0.I.5</li> </ul>
<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">English 1 (ESL) Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## English 2 (ESL)

<b>3.1 Course Title</b>	English 2 (ESL)
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9-12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English Language
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course aids Limited English Proficient (LEP) students in reading, writing, speaking and understanding English so they are prepared for a successful high school and college career and for life. English 2 is the second course and incorporates two main elements: Rosetta Stone English (a self-paced, intensive, online language course) and guided instruction through total immersion in core and elective classes with native speakers and mentors. Students begin with Level 2 of Rosetta Stone and progress at their own pace, with mentor oversight, reviewing as necessary, while practicing developing reading, writing, listening and speaking skills in synchronous classes in other, core subjects
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	with their peers. Core subject mentors (Social Studies, Science and English Language Arts) guide and evaluate students' progress toward language proficiency.
<p><b>3.9 Textbook(s)</b></p> <p>Include textbooks and any supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Rosetta Stone</i>, Version 3, English-Detailed</li> </ul>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Independent study through Rosetta Stone</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Independent Study, 60%</li> <li>● Evaluations, 40%</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● No assessments, a portfolio-driven class</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Nevada State Standards for English as a Second Language:</b></p> <ul style="list-style-type: none"> <li>● 1.0.II.1</li> <li>● 1.0.II.2</li> <li>● 1.0.II.3</li> <li>● 1.0.II.4</li> <li>● 2.0.II.1</li> <li>● 2.0.II.2</li> <li>● 2.0.II.3</li> <li>● 3.0.II.1</li> <li>● 3.0.II.2</li> </ul>

	<ul style="list-style-type: none"> <li>• 3.0.II.3</li> <li>• 3.0.II.4</li> <li>• 4.0.II.2</li> <li>• 4.0.II.4</li> <li>• 5.0.II.1</li> <li>• 5.0.II.2</li> <li>• 5.0.II.3</li> <li>• 5.0.II.4</li> <li>• 5.0.II.5</li> <li>• 6.0.II.1</li> <li>• 6.0.II.2</li> <li>• 6.0.II.3</li> <li>• 6.0.II.4</li> <li>• 7.0.II.1</li> <li>• 7.0.II.2</li> <li>• 7.0.II.3</li> <li>• 7.0.II.4</li> <li>• 8.0.II.1</li> <li>• 8.0.II.2</li> <li>• 8.0.II.4</li> <li>• 9.0.II.1</li> <li>• 9.0.II.2</li> <li>• 9.0.II.3</li> <li>• 9.0.II.4</li> <li>• 10.0.II.1</li> <li>• 10.0.II.2</li> <li>• 11.0.II.1</li> <li>• 11.0.II.2</li> <li>• 11.0.II.3</li> <li>• 11.0.II.4</li> <li>• 11.0.II.5</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">English 2 (ESL) Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

# Computers & Technology

## Education Technology

<b>3.1 Course Title</b>	<b>Education Technology</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Computers & Technology
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course teaches students about technologies that they will use on a regular basis through high school, college and the rest of their lives. Included are software and Web 2.0 examples of word processing, presentation software, spreadsheets, and internet pros and cons. Students will learn confidence in the digital world including how to navigate the technology systems of Williamsburg Academy..
<b>3.9 Textbook(s)</b>	No required textbooks. Mentor will provide all needed materials besides student computer and accessories.



<p>Include textbooks and any supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<p>.</p>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Colloquia, 40% group weight</li> <li>● Student Presentations, 20% group weight</li> <li>● Essays, 15% group weight</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● Project assessment, 25%</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Nevada State Standards for Computer Technology:</b></p> <ul style="list-style-type: none"> <li>● 1.A.12.1</li> <li>● 1.B.12.1</li> <li>● 2.A.12.1</li> <li>● 2.B.12.1</li> <li>● 2.D.12.1</li> <li>● 2.D.12.2</li> <li>● 3.A.12.1</li> <li>● 3.B.12.1</li> <li>● 3.B.12.2</li> <li>● 3.C.12.1</li> <li>● 3.C.12.2</li> <li>● 3.D.12.2</li> <li>● 4.B.12.1</li> <li>● 4.C.12.1</li> <li>● 4.D.12.1</li> <li>● 5.A.12.1</li> <li>● 5.A.12.2</li> <li>● 5.B.12.1</li> <li>● 5.C.12.1</li> <li>● 6.A.12.1</li> </ul>

	<ul style="list-style-type: none"> <li>• 6.B.12.1</li> <li>• 6.C.12.1</li> <li>• 6.D.12.1</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Education Technology Syllabus.</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

# Science

## Earth Science A

<b>3.1 Course Title</b>	<b>Earth Science A</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9,10
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Science
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This is the beginning science course and introduces students to the scientific method, hypotheses, theories, and experiments to form the basis for a lifetime of scientific learning. Students will then study the earth--maps, telescopes and satellites, atoms and chemical bonding, minerals and rocks, fossils, fuel and energy, energy conservation, the Coriolis effect, the interior of the earth, earthquakes and continental drift, plate tectonics and continental drift, faults, and earthquakes. Students will emerge with a basic understanding of the earth.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the	<ul style="list-style-type: none"> <li>Dana Desonie, <i>CK-12 Earth Science Concepts FlexBook</i>, digital ebook, published by CK-12 Foundation, copyright 2012.</li> </ul>

following: <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program.	This course is internet-based. Instructional methods include: <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<b>3.11 Communication with Students</b> Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.	Instructors will communicate with students at least weekly via: <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<b>3.12 Student Assessment</b> Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.	Student progress is assessed through: <p>Assignments</p> <ul style="list-style-type: none"> <li>● Experiments and Observations, 20% group weight</li> <li>● Science Workshops, 10% group weight</li> <li>● Scientific Treatise, 10%</li> <li>● Student Presentations, 10%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Oral, written and project assessments, combined 50% group weight</li> </ul>
<b>3.13 State Standards Alignment</b> List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.	Nevada State Standards for Science: <ul style="list-style-type: none"> <li>● N.12.A.1</li> <li>● N.12.A.2</li> <li>● N.12.A.3</li> <li>● N.12.B.4</li> <li>● E.12.C.2</li> <li>● E.12.C.3</li> <li>● E.12.C.4</li> <li>● E.12.C.5</li> <li>● P.12.A.1</li> <li>● P.12.A.4</li> <li>● P.12.C.3</li> <li>● P.12.C.4</li> </ul>

## Earth Science B

<b>3.1 Course Title</b>	<b>Earth Science B</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9, 10
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72-90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Science
<b>3.7.3 Grade Level(s)</b>	9-12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course continues from Earth Science A. Students learn systems and processes needed to understand the earth's physical forms including volcanoes, soil and erosion, hazardous waste, the environment, water forms, groundwater, ocean zones, the atmosphere, air pollution, fossils, weather and climate, the sun and planets, radioactive decay, and ecosystems that make up the earth.
<b>3.9 Textbook(s)</b>  Include textbooks and any	<ul style="list-style-type: none"> <li>Dana Desonie, <i>CK-12 Earth Science Concepts FlexBook</i>, digital ebook, published by CK-12 Foundation, copyright 2012.</li> </ul>

<p>supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Assignments</p> <ul style="list-style-type: none"> <li>● Experiments and Observations, 20% group weight</li> <li>● Science Workshops, 10% group weight</li> <li>● Scientific Treatise, 10%</li> <li>● Student Presentations, 10%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Oral, written and project assessments, combined 50% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Nevada State Standards for Science</p> <ul style="list-style-type: none"> <li>● N.12.B.1</li> <li>● N.12.B.2</li> <li>● N.12.B.3</li> <li>● E.12.A.1</li> <li>● E.12.A.2</li> <li>● E.12.A.3</li> <li>● E.12.A.4</li> <li>● E.12.A.5</li> <li>● E.12.C.1</li> <li>● E.12.C.2</li> <li>● E.12.C.3</li> <li>● E.12.C.5</li> <li>● P.12.C.1</li> <li>● P.12.C.2</li> <li>● P.12.C.5</li> <li>● P.12.C.6</li> <li>● L.12.C.1</li> <li>● L.12.C.2</li> <li>● L.12.C.3</li> </ul>

- **3.14 List of Attachments**

Include:

1. Syllabus (all courses)
2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)

[Earth Science B Syllabus](#) Syllabus is from an actual class, and has dates and other class-specific information that should be disregarded.

Teacher to be determined. Teacher will be licensed.

## Biology A

<b>3.1 Course Title</b>	<b>Biology A</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	10-12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Science
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course is a first semester biology course. It covers the fundamental structures and building blocks of life including evolutions, carbon, proteins and lipids, biochemical reactions, enzymes, cell structure, viruses, photosynthesis, chemosynthesis, Krebs cycle, fermentation, cell division, chromosomes and DNA, mitosis and meiosis, Mendel and genetics, molecular biology, ethics of biology, classification, and evolution from the Precambrian Period to the present.
<b>3.9 Textbook(s)</b>	<ul style="list-style-type: none"> <li>Douglas Wilkin and Jean Brainard, <i>CK-12 Biology Concepts FlexBook</i>, digital ebook, published by CK-12</li> </ul>



<p>Include textbooks and any supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<p>Foundation, copyright 2012.</p>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Assignments</p> <ul style="list-style-type: none"> <li>● Experiments and Observations, 20% group weight</li> <li>● Science Workshops, 10% group weight</li> <li>● Scientific Treatise, 10%</li> <li>● Student Presentations, 10%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Oral, written and project assessments, combined 50% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Nevada State Standards for Science</p> <ul style="list-style-type: none"> <li>● N.12.A.1</li> <li>● N.12.A.2</li> <li>● N.12.A.4</li> <li>● N.12.A.5</li> <li>● N.12.B.3</li> <li>● N.12.B.4</li> <li>● L.12.A.1</li> <li>● L.12.A.2</li> <li>● L.12.A.3</li> <li>● L.12.A.4</li> <li>● L.12.A.5</li> <li>● L.12.B.1</li> <li>● L.12.B.2</li> <li>● L.12.B.3</li> <li>● L.12.D.1</li> <li>● L.12.D.2</li> <li>● L.12.D.3</li> <li>● L.12.D.4</li> </ul>

	<ul style="list-style-type: none"> <li>• L.12.D.5</li> <li>• L.12.D.6</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Biology A Syllabus</a> Syllabus is from an actual class, and uses representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Biology B

<b>3.1 Course Title</b>	Biology B
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	10-12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Science
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This is a second semester biology course. Students will learn about population genetics, macroevolution, food chains and ecosystems, renewable/nonrenewable resources, viruses in research, plant life from protists to vascular plants, and classification, and will end with animal life from flatworms to mammals.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the	<ul style="list-style-type: none"> <li>Douglas Wilkin and Jean Brainard, <i>CK-12 Biology Concepts FlexBook</i>, digital ebook, published by CK-12 Foundation, copyright 2012.</li> </ul>

<p>following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Assignments</p> <ul style="list-style-type: none"> <li>● Experiments and Observations, 20% group weight</li> <li>● Science Workshops, 10% group weight</li> <li>● Scientific Treatise, 10%</li> <li>● Student Presentations, 10%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Oral, written and project assessments, combined 50% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Nevada State Standards for Science</p> <ul style="list-style-type: none"> <li>● N.12.B.1</li> <li>● N.12.B.2</li> <li>● L.12.B.1</li> <li>● L.12.B.2</li> <li>● L.12.B.3</li> <li>● L.12.C.1</li> <li>● L.12.C.2</li> <li>● L.12.C.3</li> <li>● L.12.C.4</li> <li>● L.12.D.1</li> <li>● L.12.D.2</li> </ul>
<p><b>3.14 List of Attachments</b></p> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Biology B Syllabus</a> Syllabus is from an actual class, and uses representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Chemistry A

<b>3.1 Course Title</b>	Chemistry A
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	10-12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Science
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This is a first semester chemistry course. Students will learn about scientific procedures, including experimentation, measurement and notation, as well as graphing. Beginning chemistry students study atoms, light, matter, electrons, the periodic table, ionic compounds, covalent bonds, and chemical reactions and equations. Finally, students learn about stoichiometry, limiting reactants, and percent yields.
<b>3.9 Textbook(s)</b>  Include textbooks and any	<ul style="list-style-type: none"> <li>Richard Parsons and Sharon Bewick, <i>CK-12 Chemistry-Second Edition FlexBook</i>, digital ebook, published by CK-12 Foundation, copyright 2012.</li> </ul>

<p>supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Assignments</p> <ul style="list-style-type: none"> <li>● Experiments and Observations, 20% group weight</li> <li>● Science Workshops, 10% group weight</li> <li>● Scientific Treatise, 10%</li> <li>● Student Presentations, 10%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Oral, written and project assessments, combined 50% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Nevada State Standards for Science</p> <ul style="list-style-type: none"> <li>● N.12.A.1</li> <li>● N.12.A.2</li> <li>● N.12.A.3</li> <li>● N.12.A.4</li> <li>● N.12.A.5</li> <li>● N.12.A.6</li> <li>● N.12.B.4</li> <li>● P.12.A.1</li> <li>● P.12.A.2</li> <li>● P.12.A.3</li> <li>● P.12.A.4</li> <li>● P.12.A.5</li> <li>● P.12.A.6</li> <li>● P.12.A.7</li> <li>● P.12.A.8</li> <li>● P.12.A.9</li> <li>● P.12.C.5</li> </ul>

• **3.14 List of Attachments**

Include:

1. Syllabus (all courses)
2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)

[Chemistry A Syllabus](#)

Teacher to be determined.  
Teacher will be licensed.

## Chemistry B

<b>3.1 Course Title</b>	Chemistry B
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	10-12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Science
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This is a second semester chemistry course.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>● Exact Title &amp; Edition</li> <li>● Publisher's Name</li> <li>● Copyright Date</li> </ul>	<ul style="list-style-type: none"> <li>● Richard Parsons and Sharon Bewick, <i>CK-12 Chemistry -Second Edition FlexBook</i>, digital ebook, published by CK-12 Foundation, copyright 2012.</li> </ul>
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b>  For example, two-way video, Internet-based, computer program, etc.	This course is internet-based. Instructional methods include: <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<b>3.11 Communication with Students</b>	Instructors will communicate with students at least weekly via:



<p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<ul style="list-style-type: none"> <li>• Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>• If students do not attend office hours, teachers will email and/or call</li> <li>• We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress will be assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Experiments and Observations, 20% group weight</li> <li>• Science Workshops, 10% group weight</li> <li>• Scientific Treatise, 10%</li> <li>• Student Presentations, 10%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>• Oral, written and project assessments, combined 50% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Nevada State Standards for Science</p> <ul style="list-style-type: none"> <li>• N.12.A.1</li> <li>• N.12.A.2</li> <li>• N.12.A.3</li> <li>• N.12.A.4</li> <li>• N.12.A.5</li> <li>• N.12.A.6</li> <li>• N.12.B.1</li> <li>• N.12.B.4</li> <li>• P.12.A.1</li> <li>• P.12.A.2</li> <li>• P.12.A.3</li> <li>• P.12.A.4</li> <li>• P.12.A.5</li> <li>• P.12.A.6</li> <li>• P.12.A.7</li> <li>• P.12.A.8</li> <li>• P.12.A.9</li> <li>• P.12.C.5</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Chemistry B Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Physics A

<b>3.1 Course Title</b>	<b>Physics A</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	<b>10-12</b>
<b>3.4 Number of Credits</b>	<b>0.5</b>
<b>3.5 Hours of Instructional Time Required</b>	<b>72 - 90</b>
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Science
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course covers the fundamental laws of our physical universe, focusing on objects in motion, forces and energy, matter and gravity and solids, liquids and gases.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● James H. Dann, <i>CK-12 People's Physics Concepts FlexBook</i>, digital ebook, published by CK-12 Foundation, copyright 2012.</li> </ul>
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b>  For example, two-way video, Internet-based,	This course is internet-based. Instructional methods include: <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> </ul>

computer program, etc.	<ul style="list-style-type: none"> <li>Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>If students do not attend office hours, teachers will email and/or call</li> <li>We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress will be assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>Experiments and Observations, 20% group weight</li> <li>Science Workshops, 10% group weight</li> <li>Scientific Treatise, 10%</li> <li>Student Presentations, 10%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>Oral, written and project assessments, combined 50% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Nevada State Standards for Science</p> <ul style="list-style-type: none"> <li>P.12.B.1</li> <li>P.12.B.2</li> <li>P.12.B.3</li> <li>P.12.B.4</li> <li>P.12.C.1</li> <li>P.12.C.2</li> <li>P.12.C.3</li> <li>P.12.C.4</li> <li>P.12.C.5</li> <li>P.12.C.6</li> </ul>
<ul style="list-style-type: none"> <li><b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>Syllabus (all courses)</li> <li>Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Physics A Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Physics B

<b>3.1 Course Title</b>	<b>Physics B</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	<b>10-12</b>
<b>3.4 Number of Credits</b>	<b>0.5</b>
<b>3.5 Hours of Instructional Time Required</b>	<b>72 - 90</b>
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Science
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course covers the events, people, and ideas that shaped the country during the Founding, Antebellum, Civil War, Industrialization, and Progressive eras.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● James H. Dann, <i>CK-12 People's Physics Concepts FlexBook</i>, digital ebook, published by CK-12 Foundation, copyright 2012.</li> </ul>
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b>  For example, two-way video, Internet-based,	This course is internet-based. Instructional methods include: <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> </ul>

computer program, etc.	<ul style="list-style-type: none"> <li>Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>If students do not attend office hours, teachers will email and/or call</li> <li>We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress will be assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>Experiments and Observations, 20% group weight</li> <li>Science Workshops, 10% group weight</li> <li>Scientific Treatise, 10%</li> <li>Student Presentations, 10%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>Oral, written and project assessments, combined 50% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Nevada State Standards for Science</p> <ul style="list-style-type: none"> <li>P.12.B.1</li> <li>P.12.B.2</li> <li>P.12.B.3</li> <li>P.12.B.4</li> <li>P.12.C.1</li> <li>P.12.C.2</li> <li>P.12.C.3</li> <li>P.12.C.4</li> <li>P.12.C.5</li> <li>P.12.C.6</li> </ul>
<ul style="list-style-type: none"> <li><b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>Syllabus (all courses)</li> <li>Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Physics B Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

# Fine Arts

## Drawing

<b>3.1 Course Title</b>	<b>Drawing</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9 - 12
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Fine Arts-Visual Arts
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This drawing course teaches students to understand the creative process (including why it improves leadership), develop detailed observation skills, and improve basic competency in specific drawing techniques. Students will learn by drawing. Rendering various objects, including portraits, in varying degrees, from rough to highly refined, students will enhance their creative thinking skills and increase their ability to appreciate and capture the beauty of the world around them.
<b>3.9 Textbook(s)</b> Include textbooks and any	<ul style="list-style-type: none"> <li>All necessary reading materials will be provided by</li> </ul>

<p>supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<p>mentor.</p>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> <li>● Small workshop groups between teacher and student(s)</li> </ul>
<p><b>3.11 Communication with Students</b> Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b> Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Weekly Drawing Exercises, 35% group weight</li> <li>● Participation, 30% group weight</li> <li>● Drawing Showcases, 25% group weight</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Final Project assessment, 10% weight</li> </ul>
<p><b>3.13 State Standards Alignment</b> List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Nevada State Standards for Visual Arts:</b></p> <ul style="list-style-type: none"> <li>● VA1.12.1</li> <li>● VA1.12.2</li> <li>● VA2.12.1</li> <li>● VA2.12.2</li> <li>● VA2.12.3</li> <li>● VA3.12.1</li> <li>● VA3.12.2</li> <li>● VA5.12.1</li> <li>● VA5.12.2</li> <li>● VA5.12.3</li> <li>● VA5.12.4</li> </ul>
<p><b>3.14 List of Attachments Include:</b></p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Drawing Syllabus</a> is from an actual class, and uses representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Filmmaking

<b>3.1 Course Title</b>	<b>Filmmaking</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9 - 12
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Fine Arts-Visual Arts
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This project-based course revolves around the students producing narrative films. Students will learn through doing as they produce a long and a short (less than 1 minute) film, a radio spot, and a screenplay. Analyzing at least 11 classic films in 5 genres, students will gain the insight and cinematography techniques needed to write screenplays, film, edit, and showcase their movies..
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:	<ul style="list-style-type: none"> <li>• <i>Cinematic Storytelling: The 100 Most Powerful Film Conventions Every Filmmaker Must Know</i> by Jennifer Van Sijll; ISBN 193290705X; Published by Michael Wiese Productions, 2005.</li> </ul>



<ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> <li>● Small workshop groups between teacher and student(s)</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Film Analysis Journal, 10% group weight</li> <li>● Film Analysis Discussion, 5% group weight</li> <li>● Historical Presentation, 5% group weight</li> <li>● Class Discussions, 5%</li> <li>● Peer Review Discussions, 5%</li> <li>● Written Assignments, 5%</li> </ul> <p>Project-Based Assessments</p> <ul style="list-style-type: none"> <li>● Screenplay, 15%</li> <li>● Projects, 50%</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Nevada State Standards for Visual Arts:</b></p> <ul style="list-style-type: none"> <li>● VA1.12.1</li> <li>● VA1.12.2</li> <li>● VA1.12.3</li> <li>● VA2.12.1</li> <li>● VA2.12.2</li> <li>● VA2.12.3</li> <li>● VA2.12.4</li> <li>● VA3.12.1</li> <li>● VA3.12.2</li> <li>● VA3.12.3</li> <li>● VA4.12.1</li> <li>● VA4.12.2</li> <li>● VA4.12.3</li> <li>● VA5.12.1</li> <li>● VA5.12.2</li> <li>● VA5.12.3</li> <li>● VA5.12.4</li> </ul>

	<ul style="list-style-type: none"> <li>• VA6.12.1</li> <li>• VA6.12.2</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Filmmaking Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Guitar Revolution

<b>3.1 Course Title</b>	<b>Guitar Revolution</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	<b>9-12</b>
<b>3.4 Number of Credits</b>	<b>0.5</b>
<b>3.5 Hours of Instructional Time Required</b>	<b>72 - 90</b>
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Fine Arts-Music
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course covers the history of the guitar, from its invention to modern day. Students will learn about modern guitarists, their tools and techniques as well as gain an appreciation for the the influence the guitar has had on many musical genres, the guitar players that exercised that influence, and the most significant ideas that have been expressed by 20th and 21st century guitarists. Students will learn through asynchronous, directed resources online including numerous articles and musical selections as directed by the mentor.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:	<ul style="list-style-type: none"> <li>• Online listening and reading for each class will be provided.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Participation, 35% group weight</li> <li>● Weekly Listening Report, 20% group weight</li> <li>● Creative Work Presentation, 20%</li> <li>● Student Presentation, 5%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Aural and written assessments, combined 20% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Nevada State Music Standards</b></p> <ul style="list-style-type: none"> <li>● Music-Listening <ul style="list-style-type: none"> <li>○ 6.12.1</li> <li>○ 6.12.2</li> </ul> </li> <li>● Music-Evaluation <ul style="list-style-type: none"> <li>○ 7.12.1</li> <li>○ 7.12.2</li> </ul> </li> <li>● Music-Application to Life <ul style="list-style-type: none"> <li>○ 8.12.1</li> <li>○ 8.12.2</li> </ul> </li> <li>● Music-Cultural and Historical Connections <ul style="list-style-type: none"> <li>○ 9.12.1</li> <li>○ 9.12.2</li> </ul> </li> </ul>
<p><b>3.14 List of Attachments</b></p> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Guitar Revolution Syllabus</a> Syllabus is from an actual class, and uses representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Music Appreciation

<b>3.1 Course Title</b>	<b>Music Appreciation</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9-12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Fine Arts-Music
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course covers the gamut of "great" music, beginning with Bach and moving on through five centuries of music to understand the lives of great composers, the music that shaped them and the world, and what it means to really appreciate music. Students will learn how to actively listen to music, how to use music to influence themselves and others, the basics of musical performance, and the beginnings of music theory and composition.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>Exact Title &amp; Edition</li> </ul>	<ul style="list-style-type: none"> <li>Rob Kapilow, <i>All You Have to Do is Listen: Music from the Inside Out</i>, ISBN # 0470385448, published by Wiley, copyright 2008.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Participation, 35% group weight</li> <li>● Weekly Listening Report, 20% group weight</li> <li>● Creative Work Presentation, 20%</li> <li>● Student Presentation, 5%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Aural and written assessments, combined 20% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Nevada State Music Standards</b></p> <ul style="list-style-type: none"> <li>● Music-Listening <ul style="list-style-type: none"> <li>○ 6.12.1</li> <li>○ 6.12.2</li> </ul> </li> <li>● Music-Evaluation <ul style="list-style-type: none"> <li>○ 7.12.1</li> <li>○ 7.12.2</li> </ul> </li> <li>● Music-Application to Life <ul style="list-style-type: none"> <li>○ 8.12.1</li> <li>○ 8.12.2</li> </ul> </li> <li>● Music-Cultural and Historical Connections <ul style="list-style-type: none"> <li>○ 9.12.1</li> <li>○ 9.12.2</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Music Appreciation Syllabus</a> Syllabus is from an actual class, and uses representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Photography

<b>3.1 Course Title</b>	<b>Photography</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9-12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	65+
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Arts, Photography
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	Photography is a beginning digital photography course. Students will learn how to use their own digital camera, how to use digital editing software, principles of design , how to create engaging photographs that tell a story and speak to an audience and the key individuals in the history of photography and their impact on our culture and world history. Students will learn creative and critical thinking and learn to see the world in exciting new ways.
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.	This course is internet-based. Instructional methods include: <ul style="list-style-type: none"> <li>• Synchronous learning sessions in Blackboard Collaborate</li> <li>• Asynchronous learning sessions in our LMS</li> </ul>

<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>• Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>• If students do not attend office hours, teachers will email and/or call</li> <li>• We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Projects, 70% group weight</li> <li>• Discussions, 5% group weight</li> <li>• Peer review discussions, 10% group weight</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>• Final project, 15% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Visual Arts:</p> <ul style="list-style-type: none"> <li>• 1.12.1</li> <li>• 1.12.2</li> <li>• 1.12.3</li> <li>• 2.12.1</li> <li>• 2.12.3</li> <li>• 2.12.4</li> <li>• 3.12.1</li> <li>• 3.12.2</li> <li>• 4.12.2</li> <li>• 4.12.3</li> <li>• 5.12.1</li> <li>• 5.12.2</li> <li>• 5.12.3</li> <li>• 5.12.4</li> <li>• 6.12.1</li> <li>• 6.12.2</li> </ul>
<p>• <b>3.14 List of Attachments</b></p> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Photography Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>



# Leadership

## College Leadership

<b>3.1 Course Title</b>	College Leadership
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9 - 12
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Leadership
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course helps students adequately prepare for college. The students take the time to look at themselves to determine what they would like to study and where they would like to go for college and why. They also learn what they can do to have the best college application and how to prepare for the ACT and SAT.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● No books, but students must have a 12-month subscription to Grockit</li> </ul>

<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>• Synchronous learning sessions in Blackboard Collaborate</li> <li>• Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b> Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>• Weekly online, live class sessions</li> <li>• Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>• If students do not attend office hours, teachers will email and/or call</li> <li>• We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b> Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Workshops, 35% group weight</li> <li>• "I" Experiments, 15% group weight</li> <li>• Class Primer Discussions, 10% group weight</li> <li>• Leadership Project Presentation, 5%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>• College Leadership Project, 35%</li> </ul>
<p><b>3.13 State Standards Alignment</b> List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Business Education:</p> <ul style="list-style-type: none"> <li>• BE3.3</li> <li>• BE3.5</li> <li>• BE6.1</li> <li>• BE13.3</li> <li>• BE13.6</li> </ul> <p>Family &amp; Consumer Sciences:</p> <ul style="list-style-type: none"> <li>• FCS4.6</li> <li>• FCS5.1</li> <li>• FCS5.2</li> <li>• FCS5.3</li> </ul> <p>Economics &amp; Civics:</p> <ul style="list-style-type: none"> <li>• E9.[9-12].1</li> <li>• E9.[9-12].4</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">College Leadership Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Financial Leadership

<b>3.1 Course Title</b>	<b>Financial Leadership</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	<b>9 - 12</b>
<b>3.4 Number of Credits</b>	<b>0.5</b>
<b>Hours of Instructional Time Required</b>	<b>72 - 90</b>
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.

<b>3.7.2 Subject Area(s)</b>	Leadership
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	In this course students will learn about money and the impact it has and will have on their lives. From budgeting to thrift to debt, students will learn how to be prudent and to plan for their financial futures. The purpose of this course is to give students the skills, knowledge and attributes necessary to be wise stewards of their personal finances—regardless of how much or little money they currently have—so that they can qualify to be put in charge of increased wealth.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:	<ul style="list-style-type: none"> <li>Janine Bolong, <i>Cash, Cars and College</i>, , ISBN # 061513730X, published by SmartCents, Inc., copyright 2007</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Exact Title &amp; Edition</b></li> <li>• <b>Publisher's Name</b></li> <li>• <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>• Synchronous learning sessions in Blackboard Collaborate</li> <li>• Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>• Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>• If students do not attend office hours, teachers will email and/or call</li> <li>• We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>

<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Mentor meetings, 15% group weight</li> <li>• Pre-midterm weekly accountability meetings 10% group weight</li> <li>• Post-midterm weekly accountability meetings, 10% group weight</li> <li>• Discussions and workshops. 35% group weight</li> <li>• Leadership project proposal, 5% group weight</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Leadership project, "My College Wizard", 25% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Business Education:</p> <ul style="list-style-type: none"> <li>• BE2.5</li> <li>• BE2.8</li> <li>• BE3.3</li> <li>• BE4.1</li> <li>• BE4.7</li> <li>• BE6.1</li> <li>• BE6.2</li> <li>• BE6.3</li> <li>• BE6.4</li> <li>• BE6.5</li> </ul>

	<ul style="list-style-type: none"> <li>● BE6.6</li> <li>● BE13.6</li> </ul> <p>Family and Consumer Sciences:</p> <ul style="list-style-type: none"> <li>● FCS4.1</li> <li>● FCS4.3</li> <li>● FCS4.6</li> <li>● FCS5.1</li> <li>● FCS5.2</li> <li>● FCS5.3</li> </ul> <p>Economics &amp; Civics:</p> <ul style="list-style-type: none"> <li>● E9.[9-12].2</li> <li>● E9.[9-12].4</li> <li>● E9.[9-12].5</li> <li>● E10.[9-12].3</li> <li>● E10.[9-12].4</li> <li>● E10.[9-12].14</li> <li>● E10.[9-12].15</li> <li>● E11.[9-12].2</li> <li>● E11.[9-12].3</li> <li>● E11.[9-12].6</li> </ul>
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<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Financial Leadership Syllabus</a> is from an actual class, and uses representative dates. Teacher to be determined. Teacher will be licensed.</p>
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## Personal Leadership A

<b>3.1 Course Title</b>	<b>Personal Leadership A</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	<b>9 - 12</b>
<b>3.4 Number of Credits</b>	<b>0.5</b>
<b>Hours of Instructional Time Required</b>	<b>80+</b>
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Leadership
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course helps students make and keep commitments and budget time. They also create a personal mission statement to help them have guidance and direction in their own lives.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>As a Man Thinketh</i>; James Allen; ISBN 061513730X; Tribeca Books, 2010</li> <li>● <i>Seven Habits of Highly Effective People</i>; Stephen R. Covey; ISBN 9780743269513; Free Press, 2004</li> <li>● <i>The Count of Monte Cristo</i>; Alexandre Dumas; ISBN 0140449264; Penguin Classics, 2003</li> </ul>
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.	This course is internet-based. Instructional methods include: <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard</li> </ul>

	<p>Collaborate</p> <ul style="list-style-type: none"> <li>Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>If students do not attend office hours, teachers will email and/or call</li> <li>We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>

<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>Weekly accountability meetings, 35% group weight</li> <li>Leadership workshops, 40% group weight</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>Mission statement project, 25% group weight</li> </ul>
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<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Business Education:</p> <ul style="list-style-type: none"> <li>BE3.1.1</li> <li>BE3.1.2</li> <li>BE3.1.4</li> <li>BE3.1.5</li> <li>BE3.1.6</li> <li>BE3.1.7</li> <li>BE3.1.8</li> <li>BE3.1.10</li> <li>BE3.1.1</li> <li>BE3.1.2</li> <li>BE3.4.8</li> <li>BE3.5.1</li> <li>BE3.5.2</li> <li>BE3.5.3</li> <li>BE3.5.4</li> <li>BE3.5.5</li> <li>BE3.5.6</li> <li>BE3.5.7</li> <li>BE3.5.8</li> <li>BE3.6.4</li> <li>BE5.2.2</li> <li>BE5.4.5</li> </ul>
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	<ul style="list-style-type: none"> <li>● BE8.1.1</li> <li>● BE8.4.1</li> <li>● BE8.4.2</li> <li>● BE8.4.3</li> <li>● BE8.4.4</li> <li>● BE8.4.5</li> <li>● BE11.5.1</li> <li>● BE11.5.2</li> <li>● BE13.1.1</li> <li>● BE13.1.2</li> <li>● BE13.1.3</li> <li>● BE13.1.4</li> <li>● BE13.1.5</li> <li>● BE13.1.6</li> <li>● BE13.1.7</li> <li>● BE13.1.8</li> <li>● BE13.1.9</li> <li>● BE13.2.1</li> <li>● BE13.2.2</li> <li>● BE13.2.4</li> <li>● BE13.2.5</li> <li>● BE13.4.3</li> <li>● BE13.4.6</li> <li>● BE13.4.8</li> <li>● BE13.4.9</li> <li>● BE13.4.13</li> <li>● BE13.5.4</li> <li>● BE13.5.5</li> <li>● BE13.5.6</li> <li>● BE13.5.7</li> <li>● BE13.5.8</li> <li>● BE13.6.8</li> </ul>
<ul style="list-style-type: none"> <li>● 3.14 List of Attachments</li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Personal Leadership A Syllabus</a> is from an actual class, and uses representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>



## Personal Leadership B

<b>3.1 Course Title</b>	<b>Personal Leadership B</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	<b>9 - 12</b>
<b>3.4 Number of Credits</b>	<b>0.5</b>
<b>Hours of Instructional Time Required</b>	<b>80+</b>
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Leadership
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	In Personal Leadership B, we shift from mastering "time management" to "energy management." By recording and analyzing daily habits, students become aware of how they expend their energy, including identifying personal patterns where they waste energy and where they use it most effectively. In short, students learn to use, increase and balance their energy.

<p><b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Power of Full Engagement</i>; Jim Loehr and Tony Schwartz; ISBN 0743226747; Free Press, 2003</li> <li>● <i>The Alchemist</i>; Paulo Coelho; ISBN 0061122416; HarperCollins, 2006</li> <li>● <i>Mastery</i>; George Leonard; ISBN 9780452267565; Plume, 1992</li> </ul>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b> Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b> Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Weekly accountability meetings, 35% group weight</li> <li>● Leadership workshops, 40% group weight</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● Goals project, 25% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b> List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Business Education:</p> <ul style="list-style-type: none"> <li>● BE3.1.1</li> <li>● BE3.1.2</li> <li>● BE3.1.4</li> <li>● BE3.1.5</li> <li>● BE3.1.6</li> <li>● BE3.1.7</li> <li>● BE3.1.8</li> <li>● BE3.1.10</li> <li>● BE3.1.1</li> <li>● BE3.1.2</li> <li>● BE3.4.5</li> <li>● BE3.4.8</li> <li>● BE3.5.1</li> <li>● BE3.5.2</li> <li>● BE3.5.3</li> <li>● BE3.5.4</li> </ul>

	<ul style="list-style-type: none"> <li>● BE3.5.5</li> <li>● BE3.5.6</li> <li>● BE3.5.7</li> <li>● BE3.5.8</li> <li>● BE3.6.4</li> <li>● BE5.2.2</li> <li>● BE5.4.3</li> <li>● BE8.4.3</li> <li>● BE8.4.4</li> <li>● BE8.4.5</li> <li>● BE8.5.2</li> <li>● BE11.5.1</li> <li>● BE11.5.2</li> <li>● BE13.1.1</li> <li>● BE13.1.2</li> <li>● BE13.1.3</li> <li>● BE13.1.4</li> <li>● BE13.1.5</li> <li>● BE13.1.6</li> <li>● BE13.1.7</li> <li>● BE13.1.8</li> <li>● BE13.1.9</li> <li>● BE13.2.1</li> <li>● BE13.2.2</li> <li>● BE13.2.4</li> <li>● BE13.2.5</li> <li>● BE13.2.7</li> <li>● BE13.2.8</li> <li>● BE13.2.10</li> <li>● BE13.4.3</li> <li>● BE13.4.6</li> <li>● BE13.4.8</li> <li>● BE13.4.9</li> <li>● BE13.4.12</li> <li>● BE13.4.13</li> <li>● BE13.5.4</li> <li>● BE13.5.7</li> <li>● BE13.6.5</li> </ul>
<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Personal Leadership B Syllabus</a> is from an actual class, and uses representative dates. Teacher to be determined. Teacher will be licensed.</p>

## Social Leadership A

<b>3.1 Course Title</b>	<b>Social Leadership A</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	<b>9 - 12</b>
<b>3.4 Number of Credits</b>	<b>0.5</b>
<b>Hours of Instructional Time Required</b>	<b>72 - 90</b>
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.

<b>3.7.2 Subject Area(s)</b>	Leadership
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course answers the question, "How can I identify, understand, and improve the important relationships in my life?" The students examine their own personalities and characteristics and personalities of others to help them see how they can develop positive and meaningful relationships with others.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:  <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Leadership and Self-Deception</i>; The Arbinger Institute; ISBN 9781576759776; Berrett-Koehler Publishers, 2010</li> <li>● <i>Blood Brothers</i>; Elias Chacour; ISBN 9780800793210; Chosen Books, 2003</li> <li>● <i>Christy</i>; Catherine Marshall; ISBN 9780380001415; Avon, 2006</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Hiding Place</i>; Corrie Ten Boom; ISBN 0553256696; Bantam Books, 1984</li> </ul>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>• Synchronous learning sessions in Blackboard Collaborate</li> <li>• Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>• Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>• If students do not attend office hours, teachers will email and/or call</li> <li>• We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>

<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Weekly accountability meetings, 35% group weight</li> <li>• Leadership workshops, 40% group weight</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Interpersonal analysis project, 25% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Family &amp; Consumer Sciences:</p> <ul style="list-style-type: none"> <li>• FCS1.2.2</li> <li>• FCS2.4.3</li> <li>• FCS4.1.1</li> <li>• FCS4.2.1</li> <li>• FCS4.2.2</li> <li>• FCS4.2.3</li> <li>• FCS4.2.5</li> <li>• FCS4.6.1</li> <li>• FCS4.6.2</li> <li>• FCS4.6.3</li> <li>• FCS4.6.5</li> <li>• FCS5.2.1</li> <li>• FCS5.2.2</li> <li>• FCS5.2.3</li> <li>• FCS5.3.2</li> <li>• FCS5.5.3</li> </ul>

	<ul style="list-style-type: none"> <li>● FCS5.5.6</li> <li>● FCS5.6.3</li> <li>● FCS5.9.8</li> </ul>
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<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Social Leadership A Syllabus</a> is from an actual class, and uses representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>
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## Social Leadership B

<b>3.1 Course Title</b>	<b>Social Leadership B</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	<b>9 - 12</b>
<b>3.4 Number of Credits</b>	<b>0.5</b>
<b>Hours of Instructional Time Required</b>	<b>72 - 90</b>
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.

<b>3.7.2 Subject Area(s)</b>	Leadership
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	In Social Leadership B, the course transitions from building relationships with others to having a positive influence on others. The students learn to self-reflect to determine what they want if life, and how they can help others achieve what they want as well.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:  <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>A Million Miles in a Thousand Years: What I learned while editing my life</i>; Donald Miller; ISBN 978-1-4002-0266-9; Thomas Nelson, 2009</li> <li>● <i>Within Reach: My Everest Story</i>; Mark Pfetzer &amp; Jack Galvin; ISBN 0-439-08650-7; Puffin Books, 1998</li> </ul>

<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b> Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>

<p><b>3.12 Student Assessment</b> Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Weekly accountability meetings, 30% group weight</li> <li>● Leadership workshops, 40% group weight</li> <li>● Final Paper, 10% group weight</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>● Leadership project presentation, 20% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b> List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Family &amp; Consumer Sciences:</p> <ul style="list-style-type: none"> <li>● FCS1.2.1</li> <li>● FCS1.2.2</li> <li>● FCS1.2.7</li> <li>● FCS2.4.3</li> <li>● FCS4.1.1</li> <li>● FCS4.1.1</li> <li>● FCS4.2.1</li> <li>● FCS4.2.2</li> <li>● FCS4.2.3</li> <li>● FCS4.2.5</li> <li>● FCS4.6.1</li> <li>● FCS4.6.2</li> <li>● FCS4.6.3</li> <li>● FCS4.6.5</li> <li>● FCS5.2.1</li> </ul>



	<ul style="list-style-type: none"><li>● FCS5.2.2</li><li>● FCS5.2.3</li><li>● FCS5.3.2</li><li>● FCS5.5.2</li><li>● FCS5.5.3</li><li>● FCS5.5.6</li><li>● FCS5.6.3</li><li>● FCS5.9.8</li></ul>
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# World Language

## Spanish 1

<b>3.1 Course Title</b>	<b>Spanish 1</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9, 10
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Spanish
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This is a first year Spanish course designed to teach students the basics of the language as spoken in Latin America. Students will learn vocabulary and syntax to be able to speak about household items, shopping, work and school as well as how to address and introduce others. The majority of the instruction will be via Rosetta Stone, version 3 with supplemental online resources.
<b>3.9 Textbook(s)</b>	<ul style="list-style-type: none"> <li>Rosetta Stone, Version 3, Spanish (Latin America)-Detailed</li> </ul>

<p>Include textbooks and any supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Independent Study, 66%</li> <li>● Study Guides, 17% group weight</li> <li>● Student Presentations, 17%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● There are no assessments in this class as it is a proficiency-based course</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>First year Nevada State Foreign Language standards:</b></p> <ul style="list-style-type: none"> <li>● 1.1</li> <li>● 1.3</li> <li>● 1.4</li> <li>● 1.5</li> <li>● 1.6</li> <li>● 1.7</li> <li>● 1.8</li> <li>● 1.10</li> <li>● 1.11</li> <li>● 2.1</li> <li>● 2.2</li> <li>● 2.3</li> <li>● 2.4</li> <li>● 2.5</li> <li>● 3.1</li> <li>● 4.1</li> <li>● 4.2</li> <li>● 4.3</li> </ul>

	<ul style="list-style-type: none"> <li>• 5.1</li> <li>• 5.2</li> <li>• 6.1</li> <li>• 8.1</li> <li>• 8.2</li> <li>• 8.3</li> <li>• 8.4</li> <li>• 9.1</li> <li>• 10.1</li> <li>• 11.1</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Spanish 1 Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Spanish 2

<b>3.1 Course Title</b>	<b>Spanish 2</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	10, 11
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Spanish
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This is a second year Spanish course. In it students learn more vocabulary, including all parts of speech and several additional verb tenses. Spanish 2 teaches students Latin American Spanish giving them the ability to talk about friends, vacations, travel, and social lives and about events in the past and future. The majority of the instruction is through Rosetta Stone, version 3, Spanish (Latin America), with supplemental, asynchronous exercises online and through mentor direction.
<b>3.9 Textbook(s)</b>	<ul style="list-style-type: none"> <li>Rosetta Stone, Version 3, Spanish (Latin America)- Detailed</li> </ul>

<p>Include textbooks and any supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Independent Study, 66%</li> <li>● Study Guides, 17% group weight</li> <li>● Exercises, 12% group weight</li> <li>● Student Presentation, 5%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● There are no assessments as this is a proficiency-based course</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Second year Nevada State Foreign Language standards:</b></p> <ul style="list-style-type: none"> <li>● 1.1</li> <li>● 1.2</li> <li>● 1.3</li> <li>● 1.4</li> <li>● 1.5</li> <li>● 1.6</li> <li>● 1.7</li> <li>● 1.8</li> <li>● 1.9</li> <li>● 2.1</li> <li>● 2.2</li> <li>● 2.3</li> <li>● 3.1</li> <li>● 3.2</li> <li>● 4.1</li> <li>● 4.2</li> <li>● 4.4</li> </ul>

	<ul style="list-style-type: none"> <li>• 5.1</li> <li>• 5.3</li> <li>• 6.1</li> <li>• 6.2</li> <li>• 8.1</li> <li>• 8.2</li> <li>• 9.1</li> <li>• 10.1</li> <li>• 11.1</li> <li>• 11.2</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Spanish 2 Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Spanish 3

<b>3.1 Course Title</b>	<b>Spanish 3</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	11, 12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Spanish
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This is a third year Spanish course designed to teach students more verb tenses and how to talk about world events and geography, everyday things, their homes and their health. Students gain more familiarity with reading the language and with Latin American culture and people through supplemental asynchronous learning sessions online and as directed by their mentor. The majority of the instruction in this class will be through Rosetta Stone (Latin America).
<b>3.9 Textbook(s)</b>	<ul style="list-style-type: none"> <li>Rosetta Stone, Version 3, Spanish-Detailed</li> </ul>



<p>Include textbooks and any supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Independent Study, 66%</li> <li>● Study Guides, 17% group weight</li> <li>● Writing Exercises, 17% group weight</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● There are no assessments in this course as it is a proficiency-based class</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Fourth year Nevada State Foreign Language standards:</b></p> <ul style="list-style-type: none"> <li>● 1.1</li> <li>● 1.2</li> <li>● 1.4</li> <li>● 1.5</li> <li>● 1.6</li> <li>● 1.7</li> <li>● 1.8</li> <li>● 2.1</li> <li>● 2.2</li> <li>● 2.3</li> <li>● 2.4</li> <li>● 3.1</li> <li>● 3.2</li> <li>● 3.3</li> <li>● 4.1</li> <li>● 4.3</li> <li>● 5.1</li> <li>● 6.1</li> </ul>

	<ul style="list-style-type: none"> <li>• 6.2</li> <li>• 7.1</li> <li>• 7.2</li> <li>• 8.1</li> <li>• 9.1</li> <li>• 10.1</li> <li>• 10.2</li> <li>• 11.1</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Spanish 3 Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

# Physical Health & Education

## Fitness for Life

<b>3.1 Course Title</b>	Fitness for Life
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9 - 12
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.

<b>3.7.2 Subject Area(s)</b>	Physical Health & Education
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	The goal of this course is to the give the students a lifelong appreciation for fitness and nutrition. Students will identify their own meaningful reasons for being healthy and then will learn about fitness topics and apply them to their own lives by implementing a personal, goal-fulfilling fitness plan.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:	<ul style="list-style-type: none"> <li>None required</li> </ul>

<ul style="list-style-type: none"> <li>• Exact Title &amp; Edition</li> <li>• Publisher's Name</li> <li>• Copyright Date</li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>• Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via: Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</p> <ul style="list-style-type: none"> <li>• If students do not attend office hours, teachers will email and/or call</li> <li>• We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>

<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Motivation Discussions, 20% group weight</li> <li>• Discussions, 20% group weight</li> <li>• Fitness Blog, 20% group weight</li> <li>• Fitness Plan, 20% group weight</li> <li>• Fitness Plan Report, 20% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Physical Education:</p> <ul style="list-style-type: none"> <li>• PE1.12.2</li> <li>• PE1.12.3</li> <li>• PE1.12.4</li> <li>• PE2.12.2</li> <li>• PE4.12.1</li> <li>• PE4.12.2</li> <li>• PE4.12.3</li> <li>• PE4.12.4</li> <li>• PE5.12.1</li> <li>• PE5.12.2</li> <li>• PE5.12.3</li> </ul> <p>Health:</p> <ul style="list-style-type: none"> <li>• H1.12.1</li> <li>• H1.12.2</li> <li>• H1.12.4</li> <li>• H1.12.5</li> </ul>

	<ul style="list-style-type: none"> <li>● H1.12.6</li> <li>● H1.12.7</li> <li>● H1.12.8</li> <li>● H1.12.11</li> <li>● H2.12.1</li> <li>● H2.12.2</li> <li>● H2.12.3</li> <li>● H2.12.6</li> <li>● H3.12.2</li> <li>● H4.12.1</li> <li>● H4.12.2</li> <li>● H4.12.3</li> <li>● H4.12.5</li> <li>● H5.12.1</li> <li>● H5.12.2</li> <li>● H5.12.3</li> <li>● H5.12.4</li> <li>● H6.12.1</li> <li>● H6.12.2</li> <li>● H7.12.1</li> <li>● H7.12.2</li> <li>● H7.12.7</li> <li>● H8.12.1</li> <li>● H8.12.2</li> </ul>
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<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Fitness for Life Syllabus</a> is from an actual class, and uses representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>
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## Health 2--Mind and Body Stewardship

<b>3.1 Course Title</b>	Health 2--Mind and Body Stewardship
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9 - 12
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	30-35
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Physical Health & Education
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This course focuses on developing and maintaining a healthy body through proper rest, safety, nutrition and exercise. It also focuses on healthy communication and relationship skills as well as prudent and proper use of technology to teach students how to have a healthy mind, body, and spirit.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:  <ul style="list-style-type: none"> <li>● Exact Title &amp; Edition</li> <li>● Publisher's Name</li> <li>● Copyright Date</li> </ul>	<ul style="list-style-type: none"> <li>● None required</li> </ul>
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b> For example, two-way video, Internet-	This course is internet-based. Instructional methods include:  <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> </ul>

based, computer program, etc.	<ul style="list-style-type: none"> <li>Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>If students do not attend office hours, teachers will email and/or call</li> <li>We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through: Assignments</p> <ul style="list-style-type: none"> <li>Student Presentations, 40% group weight</li> <li>Weekly Participation, 30% group weight</li> <li>Persuasive Essays, 30% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Health:</p> <ul style="list-style-type: none"> <li>H1.12.1</li> <li>H1.12.2</li> <li>H1.12.4</li> <li>H1.12.6</li> <li>H1.12.7</li> <li>H1.12.8</li> <li>H1.12.9</li> <li>H1.12.11</li> <li>H1.12.12</li> <li>H2.12.1</li> <li>H2.12.2</li> <li>H2.12.3</li> <li>H2.12.4</li> <li>H2.12.5</li> <li>H2.12.6</li> <li>H3.12.1</li> <li>H4.12.1</li> <li>H4.12.2</li> <li>H4.12.3</li> <li>H4.12.5</li> <li>H5.12.3</li> <li>H5.12.4</li> <li>H7.12.1</li> <li>H7.12.2</li> </ul>

	<ul style="list-style-type: none"> <li>● H7.12.5</li> <li>● H7.12.7</li> <li>● H8.12.1</li> <li>● H8.12.2</li> </ul>
<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Health 2 Syllabus</a> Syllabus is from an actual class, and uses representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>



## Stability, Strength & Power

<b>3.1 Course Title</b>	<b>Stability, Strength, &amp; Power</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9 - 12
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	30-35
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Physical Health & Education
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This class helps the students develop stability, strength and power through focusing attention on flexibility, balance, core, reactive, and agility training. Students will create specialized workouts, learn the concepts behind each type of training, and create projects that show their knowledge of the material and fundamentals taught.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> <li>· <b>Copyright Date</b></li> </ul>	This is a physical education class. There is no printed curriculum.
<b>3.10 Description of Instructional Methodology Used for Delivery of Course</b>	This course is internet-based. Instructional methods include: <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard</li> </ul>

<p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>Collaborate</p> <ul style="list-style-type: none"> <li>Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>If students do not attend office hours, teachers will email and/or call</li> <li>We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>Weekly Participation, 25% group weight</li> <li>Weekly Fitness Report, 25% group weight</li> <li>Thirty Min. Workout Project, 30% group weight</li> <li>Peer Workout review, 10% group weight</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>Fitness Assessment, 10% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Physical Education:</p> <ul style="list-style-type: none"> <li>PE1.12.2</li> <li>PE1.12.3</li> <li>PE1.12.4</li> <li>PE2.12.2</li> <li>PE2.12.3</li> <li>PE4.12.1</li> <li>PE4.12.2</li> <li>PE4.12.3</li> <li>PE4.12.4</li> <li>PE5.12.1</li> <li>PE5.12.2</li> <li>PE5.12.3</li> </ul>
<ul style="list-style-type: none"> <li><b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>Syllabus (all courses)</li> <li>Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Stability, Strength &amp; Power Syllabus</a> Syllabus is from an actual class, and uses representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## General Physical Education (Independent)

<b>3.1 Course Title</b>	General Physical Education (Independent)
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9 - 12
<b>3.4 Number of Credits</b>	0.5
<b>Hours of Instructional Time Required</b>	65-70
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b> Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	Physical Health & Education
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a
<b>3.8 Detailed Course Description</b>	This class helps the students develop stability, strength and power through focusing attention on flexibility, balance, core, reactive, and agility training. Students will create specialized workouts, learn the concepts behind each type of training, and create projects that show their knowledge of the material and fundamentals taught.
<b>3.9 Textbook(s)</b> Include textbooks and any supplemental material and list the following:  <ul style="list-style-type: none"> <li>· <b>Exact Title &amp; Edition</b></li> <li>· <b>Publisher's Name</b></li> <li>· <b>Copyright Date</b></li> </ul>	This is a physical education class. There is no printed curriculum.
<b>3.10 Description of Instructional</b>	This course is internet-based. Instructional methods include:

<p><b>Methodology Used for Delivery of Course</b> For example, two-way video, Internet-based, computer program, etc.</p>	<ul style="list-style-type: none"> <li>• Synchronous evaluation sessions in Blackboard Collaborate</li> <li>• Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b>  Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>• Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>• If students do not attend office hours, teachers will email and/or call</li> <li>• We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b>  Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Weekly Participation, 25% group weight</li> <li>• Weekly Fitness Report, 25% group weight</li> <li>• Thirty Min. Workout Project, 30% group weight</li> <li>• Peer Workout review, 10% group weight</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>• Fitness Assessment, 10% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b> List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>Physical Education:</p> <ul style="list-style-type: none"> <li>• PE1.12.2</li> <li>• PE1.12.3</li> <li>• PE1.12.4</li> <li>• PE2.12.3</li> <li>• PE4.12.1</li> <li>• PE4.12.2</li> <li>• PE4.12.3</li> <li>• PE4.12.4</li> <li>• PE5.12.1</li> <li>• PE5.12.3</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">General Physical Education (Independent) Syllabus</a> Teacher to be determined. Teacher will be licensed.</p>

# Electives

## Debate

<b>3.1 Course Title</b>	<b>Debate</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9-12
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English, Speech and Debate
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This is a debate course, focusing on the parliamentary debate format. Students will learn and practice the art of debate, beginning with the format, including resolutions, points of order, points of information and points of personal privilege and ending with each student participating in four debates while attending ten. Students will become more familiar with current events and have a forum for debating the importance of those events while gaining confidence in solid public speaking.
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<p><b>3.9 Textbook(s)</b></p> <p>Include textbooks and any supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	<ul style="list-style-type: none"> <li>● All materials (readings) will be provided.</li> </ul>
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Participation (Debates), 67% group weight</li> <li>● Debate Attendance, 33% group weight</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● There are no assessments as this is a speaking class.</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p>CCSS Speaking &amp; Listening Standards, Grades 11-12</p> <ul style="list-style-type: none"> <li>● Comprehension &amp; Collaboration <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> <li>○ 1c</li> <li>○ 1d</li> <li>○ 1e</li> <li>○ 2</li> <li>○ 3</li> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> </ul> </li> <li>● Conventions of Standard English <ul style="list-style-type: none"> <li>○ 1a</li> <li>○ 1b</li> </ul> </li> <li>● Knowledge of Language <ul style="list-style-type: none"> <li>○ 3a</li> </ul> </li> <li>● Vocabulary Acquisition and Use <ul style="list-style-type: none"> <li>○ 4a</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ 4b</li> <li>○ 4c</li> <li>○ 4d</li> <li>○ 5a</li> <li>○ 5b</li> <li>○ 6</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Debate Syllabus</a> Syllabus is from an actual class, and uses representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Public Speaking

<b>3.1 Course Title</b>	<b>Public Speaking</b>
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9-10
<b>3.4 Number of Credits</b>	0.5
<b>3.5 Hours of Instructional Time Required</b>	72 - 90
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English, Speech and Debate
<b>3.7.3 Grade Level(s)</b>	9 - 12
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This is a public speaking course recommended for all students. Students will learn the essential elements of good public speaking and have ample opportunity to practice them through six prepared speeches and five impromptu speeches and two speech assessments.
<b>3.9 Textbook(s)</b>  Include textbooks and any supplemental material and list the following: <ul style="list-style-type: none"> <li>Exact Title &amp; Edition</li> </ul>	<ul style="list-style-type: none"> <li>James C. Hume, <i>Speak Like Churchill, Stand Like Lincoln</i>, ISBN # 0761563512, published by Prima Publishing, copyright 2002.</li> </ul>



<ul style="list-style-type: none"> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students at least weekly via:</p> <ul style="list-style-type: none"> <li>● Live online office hours. Every teacher holds them weekly. Students are invited but not required to attend</li> <li>● If students do not attend office hours, teachers will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Peer-reviewed Prepared Speech, 25% group weight</li> <li>● Peer-reviewed Impromptu Speech, 20% group weight</li> <li>● Self-critique, 15%</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Midterm and final speech, 40% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>CCSS Speaking &amp; Listening Standards, Grades 9-10</b></p> <ul style="list-style-type: none"> <li>● Comprehension &amp; Collaboration <ul style="list-style-type: none"> <li>○ 3</li> </ul> </li> <li>● Presentation of Knowledge and Ideas <ul style="list-style-type: none"> <li>○ 4</li> <li>○ 5</li> <li>○ 6</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Public Speaking Syllabus</a> Syllabus is from an actual class, and uses representative dates.</p> <p>Teacher to be determined. Teacher will be licensed.</p>

## Study Skills

<b>3.1 Course Title</b>	Study Skills
<b>3.2 Course Number</b>	n/a
<b>3.3 Grade Level(s)</b>	9-10
<b>3.4 Number of Credits</b>	0.25
<b>3.5 Hours of Instructional Time Required</b>	30-36
<b>3.6 Provide the following information for the person responsible for this course.</b>	
<b>3.6.1 Name</b>	N Peter Jensen
<b>3.6.2 Phone</b>	512-827-1540
<b>3.6.3 Fax</b>	435-772-9534
<b>3.6.4 Email</b>	peter@williamsburged.org
<b>3.7 Licensed Instructor</b>  Provide the following licensing information for the instructor of this course.	
<b>3.7.1 Instructor's Name</b>	To be determined. Course will first be offered in fall of 2013. Teacher will be certified and have relevant academic and teaching background.
<b>3.7.2 Subject Area(s)</b>	English
<b>3.7.3 Grade Level(s)</b>	9, 10
<b>3.7.4 License Number</b>	n/a
<b>3.7.5 Licensing State</b>	n/a
<b>3.7.6 Alternate Description/Qualifications</b>	n/a

<b>3.8 Detailed Course Description</b>	This course is an intense, one-week immersion seminar that helps students gain solid study skills to aid them in lifelong learning. Students learn their personal study strengths and weaknesses, their personal learning styles, and tools of effective studying, reading, and class participation. Experimentation with different reading and writing techniques, including three schools of thought regarding reading capacity and purpose and three note-taking strategies will lead students to better understand his/her most effective studying methods.
<b>3.9 Textbook(s)</b>	All materials and links will be provided.

<p>Include textbooks and any supplemental material and list the following:</p> <ul style="list-style-type: none"> <li>● <b>Exact Title &amp; Edition</b></li> <li>● <b>Publisher's Name</b></li> <li>● <b>Copyright Date</b></li> </ul>	
<p><b>3.10 Description of Instructional Methodology Used for Delivery of Course</b></p> <p>For example, two-way video, Internet-based, computer program, etc.</p>	<p>This course is internet-based. Instructional methods include:</p> <ul style="list-style-type: none"> <li>● Synchronous learning sessions in Blackboard Collaborate</li> <li>● Asynchronous learning sessions in our LMS</li> </ul>
<p><b>3.11 Communication with Students</b></p> <p>Describe how the instructor will meet with or otherwise communicate with the students on a weekly basis to discuss student progress.</p>	<p>Instructors will communicate with students daily via:</p> <ul style="list-style-type: none"> <li>● Live online class.</li> <li>● If students do not attend a class, teacher will email and/or call</li> <li>● We use Canvas LMS. It has a detailed analytics feature so teachers and parents can see current student progress</li> </ul>
<p><b>3.12 Student Assessment</b></p> <p>Describe how student achievement will be assessed. Include criteria to determine the student's grade at the completion of the course.</p>	<p>Student progress is assessed through:</p> <p>Assignments</p> <ul style="list-style-type: none"> <li>● Reading Assignments, 20% group weight</li> <li>● Writing Assignments, 20% group weight</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● Tests and Final Exam, 40% group weight</li> </ul>
<p><b>3.13 State Standards Alignment</b></p> <p>List Nevada Academic Standards and/or course of study objectives aligned to course. Use CCSS for ELA or mathematics courses.</p>	<p><b>Nevada State Information Literacy Standards:</b></p> <ul style="list-style-type: none"> <li>● Information Literacy <ul style="list-style-type: none"> <li>○ 1.A.1</li> <li>○ 1.A.2</li> <li>○ 1.A.3</li> <li>○ 1.B.1</li> <li>○ 1.B.2</li> <li>○ 1.B.3</li> <li>○ 1.C.1</li> <li>○ 1.C.2</li> <li>○ 1.C.3</li> <li>○ 1.D.1</li> <li>○ 1.D.2</li> <li>○ 1.D.3</li> <li>○ 1.E.1</li> <li>○ 1.E.2</li> <li>○ 1.E.3</li> <li>○ 2.B.1</li> <li>○ 2.B.2</li> <li>○ 2.B.3</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ 3.A.1</li> <li>○ 3.A.2</li> <li>○ 3.A.3</li> <li>○ 3.B.1</li> <li>○ 3.B.2</li> <li>○ 3.B.3</li> <li>○ 3.C.1</li> <li>○ 3.C.3</li> <li>○ 4.B.1</li> <li>○ 4.B.3</li> <li>○ 6.A.1</li> <li>○ 6.A.2</li> <li>○ 6.A.3</li> <li>○ 6.B.1</li> <li>○ 6.B.2</li> <li>○ 6.B.3</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3.14 List of Attachments</b></li> </ul> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Syllabus (all courses)</li> <li>2. Copy of valid teacher license(s) (for courses in a core subject areas or English Language Arts, Mathematics, Science and Social Studies.)</li> </ol>	<p><a href="#">Study Skills Syllabus</a></p> <p>Teacher to be determined. Teacher will be licensed.</p>

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