

Nevada Charter School Application Cover Sheet Page 1 of 3

Part 1: Basic Information

Name of Proposed Charter School

Legacy International College Prep Academy (LICPA)

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

Dr. David Meckley

Mailing Address of Liaison

4945 Momenti St.
Las Vegas, NV 89135

Telephone for Liaison (Primary)

(H) 702) 228-1374

Email Address for Liaison

dmeckley@embargmail.com

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

Legacy Innovations

Physical Address of School (If Known)

N/A

Geographic Region or Neighborhood Where Proposed School Will be Located

Las Vegas

School District in Which the School Will Be Located

Clark County School District

Enrollment Projections

| | Grade Levels Served |
|---------------|---------------------|
| School year 1 | 4-12 |
| School year 2 | 4-12 |

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

| |
|--|
| |
| |

Ultimately, the school expects to serve a total of 360 pupils in grades K to 12.

Title/Relationship to Committee to Form School

President

Telephone for Liaison (Secondary)

(702) 301-0766

Fax for Liaison

N/A

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

Fall 2013

Proposed Sponsor:

State Public Charter School Authority

School District

Which One? _____

Public College or University

Which one? _____

Part 2: Educational Program Overview Page 2 of 3

N/A

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

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

Yes
 No

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

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

Yes
 No

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

Vocational education status (NAC 386.415):

Is this an application for the vocational education charter school?

Yes
 No

If yes, respond to A.10

Distance education status:

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

Yes
 No

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

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

Yes
 No

If yes attach the Private School Conversion Assurances found at:

http://nde.doe.gov/SD_CharterSchools_Forms.htm

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

Yes
 No

If yes, what is that number or ratio?

30 to 1

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

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A. EDUCATION PLAN

A.1 Mission, Vision, and Educational Philosophy

Per instructions, no attachments are required for A.1. Legacy International College Prep Academy

(LICPA) is an innovative, blended learning, grades 4-12 charter school proposed to open in Fall 2013 to improve the opportunities for special needs students in Clark County, Nevada. Students will engage in an innovative, rigorous, combined online and in-classroom, face-to-face learning format with high quality teachers who will receive ongoing training and professional development to best serve the individual

needs of the target student population. Teachers will implement the use of nationwide best practices documented as effective methods of teaching, and provide valid and reliable formative and summative measurement of the educational achievement of students. World-class educational programs must embrace the digital world of the 21st century and meet the individual needs of today's students. The real and perceived failure of public and private schools has spurred a new industry of public online and face-to-face charter schools. The LICPA blended learning format will best address the individual needs of a diverse population of students for whom traditional public and online only schools do not meet their needs.

The innovative, blended learning (hybrid) format of LICPA is based on a framework comprised of a distinct mission, purpose, philosophy, and vision, with alignment among each. The mission, purpose, philosophy, vision, and alignment address the A.1 Required Elements, incorporating the Evaluation Criteria.

Narrative A.1.1. The purpose of LICPA. To accomplish options 1, 2, 6 per NRS 386.520(4)(b), as well as 386.150(4). As defined in the context of LICPA:

1. Improve the academic achievement of students. LICPA improves the academic achievement of students by offering flexible, yet rigorous, online curricula and innovative and individualized face-to-face instruction. Combined with data from the pilot project, research documents that students who do not achieve at potential or fail in traditional public, private, and online only schools achieve at much higher levels with a blending learning format.

2. Encourage use of effective and innovative methods of teaching. LICPA teachers will be trained to use a variety of online and face-to-face teaching methods, based on nationwide best practices and innovative, dynamic instructional delivery. Blended learning offers numerous opportunities for teachers to utilize a variety of large group, small group, and individualized instructional methods in face-to-face and online settings. Teaching methods and assessments will be based on a variety of learning styles and student preferences.

6. Create and/or provide professional development opportunities for teachers.

LICPA teachers will be involved in specialized academic trainings in teaching utilizing a blending learning model. Professional development will take place prior to the start of school, during school hours, and in the summer. LICPA supervisors and mentor teachers will work with new teachers and teachers in need of support during class sessions in such topics as data driven instruction, online assessment, and working with diverse learners online.

Narrative A.1.2. Mission of LICPA. The LICPA mission is to maximize student academic achievement; prepare students for college, careers, and life-long learning through transformative, individualized, blended learning education opportunities; graduate students who will contribute purposefully to society; and prepare teachers for 21st Century teaching through professional development.

Narrative A.1.3. *A A coherent vision of LICPA from inception to 2020.* The LICPA vision is to be recognized as a nationwide model of a blended learning school that is organized by specific themes so that curricula and instruction correlate to the goals, specialized needs, and passions of students. Students will have expanded opportunities to optimize achievement and prepare for college. Teachers will be prepared to use blended learning knowledge and methods to achieve this vision. LICPA will be a model school demonstrating traditional, online, and blended best practices which produce equitably successful results for all students.

Narrative A.1.4. *Philosophical approach to educating students based on priorities.* The LICPA educational philosophy is one founded in public schools in America that helped this country become a great nation and provided the venue for a vast majority of people to climb up the economic ladder. Public schools today are in dire need of major reform to keep pace with the changes occurring in the 21st Century global workforce. Charter schools that are designed for a unique, blended learning format provide the opportunity to experiment, document success, and share best practices with public schools so that once again American schools will be the top K-12 schools in the world.

To be successful and manageable, LICPA will devise innovative ways to individualize curricula, provide 24/7 access to learning and instruction, and engage and motivate today's students. Teachers will be provided with professional development opportunities to become knowledgeable and effective in the use

of blended learning traditional and innovative methods, materials, and technology use. Transformation of public education is initiated by establishing small schools on a flexible schedule with blended, individualized curricula that supports measurable mastery learning; using data to make educational decisions; and involving parents/families/community members in the education of all students. LICPA is one of the small schools that will be a leader in transforming 21st Century student centered education. An expected outcome of LICPA is to produce a successful charter school model that can be replicated nationwide, as well as provide data for performance measures to determine the number of eighth grade charter school students who achieve at or above the proficient level on State of Nevada assessments in mathematics and reading/language arts. The project is expected to be cost-effective.

A.2 School-Specific Goals and Objectives

Narrative A.2.1 Goals and objectives related to educational performance.

Academic Objective 1: Students at LICPA will improve their performance on the reading portion of the State CRT Test (grades 3-8) and the Nevada High School Proficiency Examination (grades 10-12) by at least 5% per year, on average. Measuring growth: the proposed rate of improvement must be sufficient, based on information collected through baseline data, to meet the ultimate target goal in the specified time frame. See Attachment A.4.1 LICPA Assessment Plan, which catalogs assessment vehicles for LICPA.

Academic Objective 2: Students at LICPA will perform at a level higher than their peers in Clark County School District on the English and Language Arts portions of State CRT Tests (grades 3-8) and the Nevada High School Proficiency Examination (grades 10-12) as demonstrated by a greater percentage of students passing and by a higher overall average student score (assessing comparative performance).

Academic Objective 3: All students at LICPA will read aloud and discuss an essay of literary significance before a panel of teachers and outside experts at the end of grades 8 and 10, achieving a “Proficient” or higher rating from the panel for each of the following skills: elocution, comprehension, and analysis (performance-based assessment).

Academic Objective 4: On the SAT test, at least 70% of LICPA students in grade 12 will score a minimum of 1800 and 10% of those students will score 2100 or higher (performance-based assessment).

Academic Objective 5: If randomly selected for NAEP testing, students in grade 12 at LICPA, students will perform at a level higher than their peers in Clark County School District on the NAEP tests in reading and math as demonstrated by a greater percentage of students passing and by a higher overall average student score (assessing comparative performance).

Academic Objective 6: A minimum of 95% of students in grade 12 will apply and be accepted into college or university. Letters of acceptance will be held in the academic office (performance-based assessment).

Academic Objective 7: A minimum of 75% of LICPA students in grades 6-9 will qualify for the National Junior Honor Society (performance-based assessment).

Academic Objective 8: A minimum of 80% of LICPA students will demonstrate mastery in narrative writing by meeting or exceeding the minimum grade-level standard score for work assessed according to the seven-category Writing Appraisal System. LICPA uses an individualized curriculum approach and RTI to assist students falling behind in their academic work.

Academic Objective 9: Within two years, a minimum 75% of LICPA students will master speaking effectively in a variety of academic and professional settings (e.g., Ambassador Speech, Athletic Awards Acceptance Speech).

Academic Objective 10: A minimum of 90% of LICPA students will demonstrate satisfactory academic growth within each year as measured by the Longitudinal Evaluation of Academic Progress (LEAP) pre- and post-test.

Academic Objective 11: A minimum of 80% of LICPA students will maintain a 3.5 Grade Point Average (GPA) every quarter.

Narrative A.2.2 Goals and objectives related to organizational and management performance. These are in alignment with the technical information provided in A.4 that are specific, objective, measurable, ambitious, and attainable, relevant and time-bound.

Organizational and Management Goal 1: Teachers and staff will be highly qualified, demonstrate high expectations for all students, and have a positive attitude toward the school and their colleagues.

Organizational and Management Goal 2: Families will see themselves as partners in their children's education and will be active in the life of the school. Each quarter, parents, guardians, and/or family members will participate in a minimum of one school event, three teacher/parent/student conferences, and one day of shadowing their child through a day of school.

Organizational and Management Goal 3: This LICPA goal is to be a model of best practices in charter school financial management and performance by safeguarding 100% of resources, managing specific functional areas (e.g., facilities), allocating resources, generating additional resources, and managing and reporting financial information by achieving a 90% annual rating of "Yes, but can improve" on the LICPA Checklist (Appendix A LICPA Audit Checklist)

Organizational and Management Goal 4: LICPA will demonstrate organizational and management procedures to maintain Adequate Yearly Progress.

Organizational and Management Goal 5: This LICPA goal is to create a school climate where each student feels valued, safe, respected, and encouraged to reach their highest potential.

Organizational and Management Goal 6: This LICPA goal is to be a model of best practices in professional development for blended education. Teachers and staff will demonstrate high levels (pass) of proficiency in professional development activities as specified in A.3.13.

Narrative A.2.3 The assessment tools, artifacts, and evidence.

Evaluation Tool for Academic Objective 1: State CRT Test (grades 3-8) and the Nevada High School Proficiency Examination (grades 10-12).

Evaluation Tool for Academic Objective 2: State CRT Test (grades 3-8) and the Nevada High School Proficiency Examination (grades 10-12).

Evaluation Tool for Academic Objective 3: Appendix B LICPA Analysis Essay Rubric

Evaluation Tool for Academic Objective 4: SAT Prep Examination (to be determined), SAT Examination.

Evaluation Tool for Academic Objective 5: National Assessment of Educational Progress

Evaluation Tool for Academic Objective 6: Letters of acceptance will be held in the academic office.

Evaluation Tool for Academic Objective 7: Letters of acceptance will be held in the academic office.

Evaluation Tool for Academic Objective 8: Nevada Proficiency Examination and the Nevada High School Proficiency Examination, Writing.

Evaluation Tool for Academic Objective 9: Digital Portfolio of speaking performances, quality measured by Appendix C LICPA Presentation Rubric.

Evaluation Tool for Academic Objective 10: (LEAP) pre- and post-test.

Evaluation Tool for Academic Objective 11: Quarter report cards.

Evaluation Tool for Organizational and Management Goal 1: A minimum of 90% of the teaching staff will have earned a Bachelor of Arts degree or higher in the subject they teach and have a minimum of two full-time years of teaching experience. The teacher retention rate will be a minimum of 90% each year, not including departures for health or family reasons. All teachers will consistently earn satisfactory ratings on regular classroom observations by the Head of School. The school will earn satisfactory ratings from a minimum of 90% of the faculty on a survey administered each semester to assess professional satisfaction. A minimum of 90% of parents responding to an annual survey will indicate satisfaction with teachers at our school.

Evaluation Tool for Organizational and Management Goal 2: A minimum of 80% of parents will participate in report card pick-up days and quarter parent-teacher conferences, as recorded on sign-in sheets. A minimum of 80% of parents will regularly attend student exhibitions, performances, academic fairs, and other showcase events as recorded on sign-in sheets. A minimum of 20% of parents will volunteer a minimum of 15 hours per year for the school and a minimum of 50% of parents will volunteer a minimum of 10 hours per year. Documentation of parent attendance will be kept in the school office.

Evaluation Tool for Organizational and Management Goal 3: Supporting Spreadsheets and documents and the Audit Self-Assessment Checklist showing safety and sustainability of state and generated funds

and compliance with the reporting guidelines specified annual audit. See Appendix A LICPA Audit Checklist.

Evaluation Tool for Organizational and Management Goal 4: State AYP report.

Evaluation Tool for Organizational and Management Goal 5: Students will rate their school satisfaction at 90% or higher on the Legacy Student Satisfaction Survey instrument. See Appendix D LICPA Student Satisfaction Survey.

Evaluation Tool for Organizational and Management Goal 6 LICPA will use a rubric to measure the proficiency of staff knowledge and skills in a variety of realistic professional development situations and contexts described in A.3.13. 90% of teachers will achieve a score of “pass” in professional development activities using the Appendix E LICPA Prof Dev Eval Rubric.

Narrative A.2.4 Evidence to suggest the goals reflect high standards. Evidence Target Population can attain Academic Objective 1: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career, or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students’ interests, learning styles, strength areas and goals for the future. Teachers will utilize the Legacy Learning Management System and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (see Appendix F LICPA Student Performance Data), our target audience will be

successful with our online curriculum and face-to-face program. Also, Test Prep study materials (to be determined) will be used with all students at all grade levels for standardized test preparation.

Evidence Target Population can attain Academic Objective 2: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career, or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. Teachers will utilize the Legacy Learning Management System and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (see Appendix F LICPA Student Performance Data), our target audience will be successful with our online curriculum and face-to-face program. Also, Test Prep study materials (to be determined) will be used with all students at all grade levels for standardized test preparation.

Evidence Target Population can attain Academic Objective 3: Students will have weekly public speaking assignment, critical reading and essay writing activities to prepare for the exam. Students' scores will be collected for school records.

Evidence Target Population can attain Academic Objective 4: Academic Objective 4: Students will use an SAT study curriculum to prepare for the exam. Students' scores will be collected for school records.

Evidence Target Population can attain Academic Objective 5: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in

online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. Teachers will utilize the Legacy Learning Management System and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (Appendix F LICPA Student Performance Data) our target audience will be successful with our online curriculum and face-to-face program (see Attachment A.4.1 LICPA Assessment Plan). Also, Test Prep study materials (to be determined) will be used with all students at all grade levels for standardized test preparation.

Evidence Target Population can attain Academic Objective 6: Although as an online collaborative without access to pre-and post test scores, our seniors in the pilot program have attained all A's in the classes and are applying for college entrance and athletic scholarships beginning Fall, 2011. Four students have won college scholarships as of Spring, 2012.

Evidence Target Population can attain Academic Objective 7: LICPA is currently applying for the National Jr. Honor Society as of Spring, 2012.

Evidence Target Population can attain Academic Objective 8: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high

performance athletic or performing arts, or other career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. Teachers will utilize the Legacy Learning Management System and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (Appendix F LICPA Student Performance Data), and with the addition of English tutors specialized in narrative and fiction writing, our target audience will be successful with our online curriculum and face-to-face program. Also, Test Prep study materials with a writing emphasis (to be determined) will be used with all students at all grade levels for standardized test preparation.

Evidence Target Population can attain Academic Objective 9: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. Teachers will utilize the Legacy Learning Management System and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student.

Based on our data from our Pilot Program (Appendix F LICPA Student Performance Data), and with our curricular emphasis on public speaking development, our leadership academy and our Legacy Ambassador program, our target audience will be successful with our online curriculum and face-to-face program.

Evidence Target Population can attain Academic Objective 10: Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. Teachers will utilize the Legacy Learning Management System and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (Appendix F LICPA Student Performance Data), our target audience will be successful with our online curriculum and face-to-face program. Also, Test Prep study materials (to be determined) will be used with all students at all grade levels for standardized test preparation.

Evidence Target Population can attain Academic Objective 11: Our students in the pilot program attained and maintained a 3.5 Grade Point Average last year. Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and

underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future. Teachers will utilize the Legacy Learning Management System and supplemental online learning resources, like Khan Academy (free), to differentiate the curriculum in order to individualize learning for each student. Based on our data from our Pilot Program (Appendix F LICPA Student Performance Data), our target audience will be successful with our online curriculum and face-to-face program.

2. Evidence Organizational and Management Goal Are Reasonable:

Evidence Target Population can attain Organizational and Management Goal 1: Teachers resumes, academic records and evaluations will be scanned and stored digitally. Teachers' evaluation and employment records will be maintained by the school.

Evidence Target Population can attain Organizational and Management Goal 2: LICPA will attain 80% or better on the Legacy Parent Satisfaction Survey (see Appendix H LICPA Parent Satisfaction Survey).

Evidence Target Population can attain Organizational and Management Goal 3: LICPA will maintain an accountant or finance related board member to insure best practices in charter school financial management and performance managing 100% of resources in specific functional areas like facilities, allocating resources, generating additional resources, and managing and reporting financial information by achieving a 90% rating of "Yes, but can improve" rating annually on the Appendix A LICPA Audit Checklist.

Evidence Target Population can attain Organizational and Management Goal 4: LICPA will maintain records and provide information to demonstrate AYP participation and compliance (*see Appendix I AYP Compliance*).

Evidence Target Population can attain Organizational and Management Goal 5: Informal assessment of last year's student satisfaction.

Evidence Target Population can attain Organizational and Management Goal 6: LICPA will screen to employ professional teachers and staff who have knowledge of and a disposition toward using online as well as face-to-face methods, materials and technology in their teaching as specified in Appendix E LICPA Prof Dev Eval Rubric.

A.3 Curriculum and Instruction

Narrative A.3.1 Narrative of the school's proposed curriculum that is consistent with mission and vision.

The LICPA curriculum and instructional practices used will align with and reflect the LICPA mission and vision. LICPA will follow the curricular structure established by the Clark County School District and approved by the State Board of Education. The LICPA Board will select and approve online curricular programs that follow the CCSD structure with courses that are aligned with Nevada Standards, approved by the State of Nevada Distance Education Department, approved by the National Collegiate Athletic Association (NCAA) review committee and approved by the Nevada Public Charter School Authority for K12, Connections Academy, and APEX Learning. For Example, Connections Academy has been approved by the Nevada Department of Education as a Distance Education Provider, and its Distance Education courses have also been approved. The courses that Legacy International College Prep Academy (LICPA) intends to use are selected from the state approved distance education course list and will be used as a part of the distance education program that has been approved pursuant to NAC 388.830. The provider for these courses is Connections Education with WCSD course titles and numbers that will be made available to eligible students. See Appendix J Connections Education Nevada Approved Course List. The List is also available at the state distance education website:

http://www.doe.nv.gov/Technology/ConnectionsEdApproved_Course_List.pdf

As another example, the LICPA Board may approve an AP History course from APEX Learning and a student may use the course in place of another course in that student's other online curriculum.

LICPA combines highly effective online curricular programs with a blended learning approach by providing highly qualified teachers and tutors in a classroom setting for a minimum of twenty hours per week. The online curricular programs are nationally recognized and aligned with Nevada Standards. All curricular programs and courses also meet the NCAA Clearinghouse requirements for high school graduation. The NCAA conducts an extensive review of online programs and only the most rigorous online courses and programs meet their standards.

During the planning process we will review additional curriculums from the Nevada Approved Distance Education Course List for approval and use in LICPA. To date, we have reviewed and approved K12/Nevada Virtual Academy, Connections Academy/Nevada Connections Academy and APEX Learning curricular programs for use in our two year unfunded pilot program. We will also use the planning period to develop additional curriculum specific to our students. For example, we will offer elective courses and workshops on such topics as, “Nutrition for Peak Performance,” “Injury Prevention,” “Public Speaking,” “Learning Online” and “Sports Psychology” if and when the courses are approved by the State for use in our Charter School. Teacher professional development will be provided in online and blended learning to support LICPA’s curriculum and teaching methods..

In addition, LICPA will utilize open source resources to supplement and enhance the online curriculum. For example, we will make extensive use of Khan Academy’s math, science and SAT preparation programs. Our teachers will serve as tutors and learning coaches for both the online school and for Khan Academy. We will also use such open source resources as PBS Teachers, Teacher Domain, American Memory, Biography Channel, Project Vote, National Library of Virtual Manipulatives, National Science Teachers Association, Virtual Field Trips, PBS Learning Media, iTunes University and many more.

Attachment A.3.2 See Attachment A.3.2. Schedule of Courses

Attachment A.3.3 *Course Descriptions Core Content Areas Grade Levels*

Attachment A.3.4 *Nevada State Standards Alignment Chart completed for each of the core content areas*

Attachment A.3.5. *Designation Of Courses Student Must Complete For Promotion*

Attachment A.3.6 Typical daily schedule. LIPCA will follow a distance education schedule to satisfy the approved schedule of courses utilized by the Nevada approved online curriculum. Since LICPA is a blended school, the daily schedule begins after lunch and students, who work individually, may take three ten minute breaks at their own discretion, or when necessary and with teacher approval. Additionally, students' learning is individualized and guided during these times. Impromptu small and whole group lessons, guest lectures and activities are arranged as needed.

Attachment A.3.7 Courses and Credits Required for Graduation.

Attachment A.3.8 LICPA Academy Diploma

Attachment A.3.9 LICPA A.3.9 Sample Transcript

Narrative A.3.10 Transfer of credit to another school (NRS 386.582; NAC 386.150(8));

The School will transfer successfully completed student credits to another comparable school, whenever a student transfers to another school and/or upon the request of the CCSD Clark County School District or other district. A transfer of credits to another School within the State of Nevada is applicable since the School will deliver a standards based curriculum that is aligned to the Common Core and Nevada State Standards by grade level.

Attachment A.3.11 Listing of textbooks by content area and grade level.

Narrative A.3.12 Describing the relevant instructional strategies. Following extensive research into best and promising practices in teaching, learning, and school design, we piloted an innovative blended learning (hybrid) K-12 school and proposed that a full model be opened as a charter school in the fall of 2013. Our goals for the school are to improve the opportunities for students to learn, encourage the use of effective methods of teaching and provide an accurate measurement of the educational achievement of pupils. The school's mission is to maximize academic achievement, prepare students for college and develop life-long learners who are prepared to contribute purposefully to society. The Blended Model provides the best of online and face-to-face education. We will employ highly qualified teachers with specialized training in teaching in a hybrid classroom. The school's standard and enhanced curriculum prepares students for the 21st Century with problem solving, decision-making and strong leadership skills.

Extensive use of cutting edge technologies will allow authentic learning opportunities for students and allow parents to interact with school personnel and be an integral part of the school experience.

See Appendix K Relevant Instructional Strategies

Narrative A.3.13 Providing professional development. All teachers and staff will participate in the following types of professional development activities:

A. Professional development for all new teachers. The content of these workshops will include the teacher training offered by the online school (any or all the ones we will utilize in the Academy) and content from the four graduate courses developed for a University Certificate in Teaching Online and in Hybrid Schools. University faculty and other experts on online teaching and charter schools will conduct the professional development workshops. Professional Development is a critical and crucial element of LICPA. See Appendix L Professional Development

A.4: Assessment and Accountability

Attachment A.4.1 LICPA Assessment plan

Narrative A.4.2 A list of the instruments (tests, diagnostics, survey, other) to be used as formative or summative assessments; Identify instruments to be utilized that are relevant, valid and reliable;

List of tests: (Legacy Charter will follow the CCSD Test Schedule – See CCSD 2012-2013 Test Schedule at <http://www.ccsd.net/district/calendar/master-calendar/>). These tests include: Criterion-Referenced Test, National Assessment of Educational Process, Nevada Alternate Assessment, Trends in International Mathematics and Science Study, Nevada high School Proficiency Tests, SAT test, ACT test, PSAT tests, AP tests in all AP courses, Special needs testing, ELL testing, Gifted Testing, Additional Writing assessments, Additional public speaking assessments, Additional reading assessments and College Readiness Assessments.

All LICPA students will take the PSAT at no cost (pending final budget allocations) during the sophomore year to provide data that will assist in determining the student's potential success in Advanced Placement (AP) courses. Taking the PSAT in the sophomore year also prepares the student for the SAT.

The PSAT taken as a junior (at no cost to the student) is used to identify National Merit Scholarship Semi-finalists. Students planning to attend college may also prepare for the ACT entrance exam by taking the PLAN test during his/her sophomore year. The final stage of pre-college testing involves taking the ACT and/or SAT in the spring of the student's junior year, as most four-year colleges/universities require either test for admission. In addition, some colleges/universities require a minimum score on the SAT and/or ACT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility on ACT and/or SAT results.

Note: It may be necessary to retake the ACT and/or SAT to increase the student's score. This may enable a student to avoid placement in a remedial math and/or English college course. Remedial courses at Nevada State colleges/universities provide no college credit and are not paid for by the Millennium Scholarship program.

***Narrative A.4.3** The School's approach to assessments.* LICPA 's quarterly assessments, data reports, student progress reports and semester student progress reports serve a powerful pre-emptive and corrective function. It informs teachers, parents and students how well students are doing relative to year-end goals (state content standards) — while there is still time to address problems. But teachers also report on student progress a minimum of every two weeks. To complete these, teachers stop and ask: “Are students learning what we want them to learn?”

It is the intent of both LICPA to gather and report data that is accurate, meaningful, and professionally sound. The purpose of the LICPA assessment program is to identify individual student needs and appropriate curriculum or instructional modifications, based upon the skills and concepts tested. LICPA is focused on the effective implementation of timely assessments in order to accurately assess where each student is at and to make adjustments in the curriculum to meet each child's individual learning needs. LICPA will comply with the NV Department of Education (NDE) requirement that all public school students to take the State Analytical Writing Assessment (5th grade) and Criterion Referenced Tests (CRTs) in reading and mathematics (3rd, 4th, 5th, and 6th grade).

Professional development workshops and teacher meetings will focus on using the testing data to improve the educational program and student performance. In addition, teachers will learn to use the Legacy Tracking System (LTS) on a daily basis to check student progress and adjust learning activities to help students increase performance.

We will provide parents/legal guardians with written notice about all tests and examinations mandated by the state or school district. As each testing date nears, LICPA will send home flyers and emails reminding parents and guardians of the specific testing dates. These assessments are used to demonstrate our yearly progress and it is extremely important that students are present at the time of testing. All of the tests mentioned are used by NDE for accountability purposes and the results are reported locally and state wide to the general public.

The integrity of all tests is important. We will solicit parental support for reporting testing irregularities: we will encourage parents to report any irregularities. For example, we will ask parents to talk with their child and if their child reports any testing irregularities, they are encouraged to inform the school office or the Head of School. LICPA will follow state procedures as required by law including prohibitions against interfering with or preventing the disclosure of information and procedures for dealing with reporting *untruthful information*.

Narrative A.4.4 *How the school will use longitudinal data analysis to measure success.* Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes;

The LICPA faculty, staff and administrators will participate in professional development workshops on using data to improve programs, student performance and instructional practices. The LICPA faculty, staff and administrators will meet to review and discuss longitudinal data from the assessments previously mentioned in this document. The data analysis will be used to assess current school practices and programs. The data will determine future programs choices, curriculum choices, intervention strategies, instructional practices and assessment practices. The goal of the meetings will be to make changes as needed to maintain high standards and performances for all students. Changes in programs, curriculum, instructional methods, personnel, and outside resources will be instituted based on the data analysis.

Narrative A.4.5 Use of data to improve student achievement and closing achievement gaps. LICPA will utilize the Legacy Tracking System to inform students, parents and teachers on a daily basis of student progress. In addition, we will assign tutors to students who fall behind on any assignments or tests. The revised LICPA Tracking System will track student progress on meeting State Standards.

All teachers will attend summer workshops where they will learn about State Standards and strategies to prepare students to meet the standards. The online curricular programs highlight the standards for each lesson and the teachers will work with every student every day on the student's ability to meet the standards.

LICPA is designed to provide individualized programs for all students. The Legacy Tracking System (LTS) coupled with the online LMS combine to provide students, parents, teachers and administrators on a daily basis and accurate status of student progress. The LTS integrates the disparate LMS from the different vendors (when more than one is used). Teachers will use the progress reports to assign resources and provide appropriate instruction to meet student needs. For example, if a student is falling behind due to language issues, the teacher can request ESL support for the student. The teacher can provide ESL/bilingual materials and assign an ESL specialist to assist with an appropriate intervention.

All LICPA teachers are trained in strategies to help students meet state standards. The Legacy Tracking System tracks each student's performance related to state standards. Legacy teachers will focus resources and efforts on each student. With daily progress reports, no student will fall through the cracks and every student will receive the attention and resources to make him or her successful.

During our Pilot Project at the Darling Tennis Center, teachers provide each student a "Ticket out the Door" if they have made satisfactory progress that day. A student must have a "Ticket out the Door" to be eligible for afternoon tennis practice. Parents and coaches support this practice as it reinforces the emphasis on education first. We hope to carry this concept forward in the Charter School but will need to work with parents to make it a successful practice. We are planning to have the Legacy Tracking System generate a daily report for students to document their academic progress and their progress in relation to the State Standards in all subject areas.

With all of these efforts by administrators, teachers, students and parents we are certain we will be successful with getting educationally disadvantaged students to meet state standards.

If a student falls behind or is not performing at his or her best on assignments, performance assessments or tests, participation measures or attendance the teacher will have many options for intervention including: Assign a qualified tutor to assist the student; Request a specialist for assistance such as an ESL instructor, content specialists, skill specialist (reading, writing); Request a parent teacher conference (as needed) ; Request moving instructors to allow one-on-one or small group instruction for any student(s); Request additional resources to assist the student(s). Request program, curriculum, or instructional changes.

Professional development and teacher meetings will be used to discuss these types of longitudinal data, issues and needs. These discussions may lead to changes in programs, curriculum, instructional methods, personnel, organizational structures, physical layout or any items that will improve student learning.

Every teacher will be fully supported in the meeting the needs of every student.

Narrative A.4.6 A data management plan. It is essential for student success to have all teachers to have access as quickly as possible to accurate data on student performance. It is also important for parents, students and administrators to be informed about student performance. It is also important for teachers and administrators to review and analyze this data. A key element for student success is for teachers and administrators to have accurate student performance data, review and analyze the data, and use the data for improvement and change as needed. The ability to have access to data, review and analyze data and plan for changes to improve student performance is for teachers and administrators to have a system that will provide accurate data on a daily basis or as needed.

The Legacy Tracking System (LTS), our data management system, is built to provide teachers, students, parents and administrators accurate data on student performance on a daily or as needed basis. The fully functioning LTS will also generate data for student, school, state and federal reports. The Legacy Tracking System (LTS) is functioning but is still under construction. As of today, the LTS provides the following:

The LTS currently: Tracks student tests and assignment scores. The LTS tracks all assessments including standardized tests and course specific assessments: Tracks student tests and assignment numbers in terms of the number required and remaining. This feature includes a graphical representation timeline based on the ratio of missing assignments and required assignments. Reading this data, teachers, students and parents will be able to better plan a schedule for completing all assignments on time. Tracks student physical attendance in the Academy and online attendance by tracking student assignments. Collects and tracks all testing data to allow for a comprehensive review of each student's assessment data.

In progress features: Generate automatic student progress reports on a daily, weekly or semester basis. The reports can be sent via email to parents. Currently, the teacher has to physically input data to generate reports. Track time on task (online only): The LTS will also track the time each student is logged onto any course or any assignment. For example, the LTS report will provide information such as: Student A5 spent 4 hours logged onto American History from Monday 12:00 am to Sunday 12:00 pm. While this data will not guarantee students were actually studying or doing assignments for 4 hours, it will be able to inform the teacher if the student logged onto the course and for how long. The teacher could recommend more or less time online or ask a tutor to work with the student online to help the student become more efficient with the online work. Track student time on specific tasks such as specific math problems or reading/writing activities. The Khan Academy tracking system is a model for this type of tracking. Sal Khan says he spends three million per year on the tracking system – so this feature may take a long time to implement. We will continue to update the LTS based on parent, student, faculty and reporting agency feedback and capabilities of developing technologies. Professional development and teacher meeting time will be devoted to training teachers on using the LTS and using the data to improve student performance.

Narrative A.4.7 School policy on promoting students. In alignment with the school's mission, the promotion requirements for LICPA will exceed NRS prescribed promotion guidelines. Students must meet specific levels of performance in order to be promoted as outlined below and specified in Attachment A.3.4. Nevada State Standards Alignment Chart. For each student who is not meeting grade

level performance levels and is at risk for retention, the parent/guardian will be notified in a timely manner to provide opportunities for intervention and remediation. At the end of the year, the student's data will be reviewed in conjunction with the parent/guardian and a determination of grade level retention will be made.

Students in grades three through five grade must successfully annually pass the following courses for promotion to the subsequent grade: reading, English language arts, social studies, mathematics, and science and health Students in sixth through eighth grade must successfully annually complete one unit of credit of the following courses for promotion to the subsequent grade: reading, English language arts, mathematics, science, and social studies.

We will base promotions and graduation on attendance, grades and course credits. We will however, push to allow competency based assessments and student academic performance to be used to promote students beyond age level traditions. For example, if a student can move ahead a grade level based on performance we will not impose barriers to this student's advancement. We will work with parents, counselors and school personnel to discuss and evaluate the pros and cons of promoting the student.

Grade and promotion classification for high school students will be determined by years in school, not on credit earned. Students will be classified to the next grade level at the end of each school year. However, progress should be continuous and student advancement through the curriculum should be according to the student's demonstrated ability rather than the student's age or years in school.

A.5: Tentative School Calendar and Daily Schedule

Attachment A.5.1 School Year Calendar. per NAC 387.120 - 387.153.

Narrative A.5.2 Dates for accepting applications for enrollment in the initial year (NRS 386.520(2)(d)).

The proposed date of enrollment for LICPA is May 1, 2013.

Attachment A.5.3 LICPA Alternative Schedule.

Narrative A.5.4 Rationale for alternative schedule. Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online

schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career, or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future.

A.6: School Climate and Discipline

Narrative A.6.1 How the school's policies support the educational goals of the school.

LICPA goals (See A.2.1 above) are supported by a school climate that makes students, teachers, parents, staff, and visitors feel welcome, supported, and safe. The school climate will focus on creating a learning environment where student needs are met and all students are encouraged to exceed to the highest expectations. We will hold students and colleagues accountable with daily reminders during the morning meetings, faculty and parent meetings to encourage students to follow the LICPA goals to create a school climate where students, teachers, parents, staff, and visitors love to be present and students can learn. To create and maintain a learning environment where all students feel welcome, supported, safe, and encouraged to succeed, the school discipline policy will align to support this school climate (see Attachment A.6.3 LICPA code of conduct). The LICPA school discipline policy fully aligns with our view of school climate and educational goals.

The LICPA pilot project currently has three classrooms at the pilot site that are arranged as follows:

1. *The SMALL room:* Classroom for large and small group instruction as needed, or break room for students who are up-to-date with all academic grades of A and work completed. Student Tutoring tutoring/assistance as needed. Teacher, Teacher Aide or Tutor present at all times. This classroom is

used for normal study time for students who require teacher/tutor assistance.

2. *The MIDDLE room:* Classroom used for no talking study by teachers and students. The rule is absolute quiet; if a student needs help, s/he can use the small or large room for assistance if other rooms are available. Teacher, Teacher Aide or Tutor present at all times. This classroom is used for normal study time for students who require absolute quiet.

3. *The LARGE room:* Classroom used for quiet talk between students and students and students and teachers/tutors. Teacher, Teacher Aide or Tutor present at all times. Quiet tutoring and Q&A sessions are permitted. This classroom is used for normal study time for students who do not require absolute quiet. Students are encouraged to go to the appropriate classroom as needed to complete their academic work. However, a student who falls behind is assigned a room where the student can receive the appropriate assistance and monitoring for academic success. Students receiving all academic grades of A and are up to date with their assignments can choose their classroom.

If we get another building, we will employ a similar arrangement whereby students can go to appropriate rooms based on educational need.

Narrative A.6.2 LICPA philosophy regarding student behavior;

LICPA will maintain a school climate centered on respect for self and others. Students will be involved in discussions of school climate, the meaning of respect, and ways to demonstrate success. All employees will serve as role models and help students along the path to self-discipline. Discipline that is internalized (internal locus of control) works best. (http://www.mindtools.com/pages/article/newCDV_90.htm)

Teachers will work with students through a Socratic dialogue to help students internalize to show respect for self and others in all actions at the Legacy Academy. For example, if a student is talking and disrupting another student, our teachers will discuss the situation with the student so the student understands that disrupting another student is not showing respect for the other student.

We will monitor student discipline in terms of how many times and how often a student requires external controls to behave. Students who require more external controls will require teacher, student, and parent conferences. The conference will focus on guiding the student to develop an internal locus of control for

self-discipline to show respect for self and others. We want students to be self-motivated, self-disciplined, and recognize that reaching their highest academic goals depends on maintaining strong academic routines and habits.

We will monitor student discipline in several ways:

1. Are students maintaining strong academic routines with positive performance results?
2. Are students supporting other students with respect for others?
3. If a teacher leaves the room, do the students continue to stay on task?
4. How much external control do students need to stay on task?

LICPA requires a limited face-to-face schedule for students. The school discipline policy will reinforce students to be on task, perform to the highest standards, and show respect for self and others by maintaining a daily routine of staying on task and completing all work at the highest level, adhering to all due dates.

We will maintain a positive and nurturing environment that is conducive to learning and helping others.

Students will be trained to be school ambassadors to welcome and provide tours for visitors.

The LICPA Governing Board will review behavior policies regularly and publicize them ensuring access by parents, staff, and pupils. Behavior policies will include a code of conduct for pupils. Rules of conduct will apply before and after school, as well as during the school day. The Governing Board will determine expectations for how pupils will behave in the facility, during activities and break times, as well as in the classroom or when involved in athletics. Parents will be apprised of their student's academic performance on at least a weekly basis. Parents will be immediately informed of any behavioral or discipline problems at the school and will be asked to attend a student, parent, teacher conference.

Attachment A.6.3 LICPA discipline policy/code of conduct. See Attachment A.6.3

Attachment A.6.4 LICPA truancy policy. See Attachment A.6.4

Attachment A.6.5 LICPA absence policy. See Attachment A.6.5

Narrative A.6.6 LICPA plan for involving student families in the school

LICPA stakeholders will have an "open door" policy with parents. Parents will be encouraged to visit the

school; provide feedback to school administrators, teachers, and staff; and communicate regularly with school officials. Parents will be encouraged to join the students and staff for lunch and for the morning meetings. Parent conferences will be scheduled each semester and parent-teacher conferences will be scheduled as needed.

LICPA staff will review behavior policies regularly and publicize them to parents, staff and pupils.

Behavior policies will include a code of conduct for pupils. Rules of conduct will apply before and after school, as well as during the school day. LICPA staff and the Governing Board can set expectations for how pupils will behave in the facility, and during activities and break times, as well as in the classroom or on when involved in athletics.

Parents will be apprised of their student's academic performance on at least a weekly basis. Parents will be immediately informed of any behavioral or discipline problems at the school and will be asked to attend a student, parent, teacher conference. Parents will be informed by a multiple methods including: via email of the weekly Student Progress Reports (SPRs), additional emails as needed, telephone conversations, and notes home that must be signed by parents.

The Student Tracking System will include student behavior comments on the weekly SPR that are e-mailed to every parent every week. For example, on the sample SPR below, John Doe's parents received the following comments:

"John Doe has a great attitude. Two scores in Math were in the C range this week, which dropped his overall performance and he allowed himself to be distracted a several times each day by other students."

See Appendix F LICPA Student Performance Data.

The Student Progress Reports are sent to parents every Friday via email and LICPA personnel track if parents open the email. If a student's grades drop below a B in any class and the parent/guardian does not respond to the Student Progress Report, the teacher follows up with a telephone call or a note home that must be returned with the parent/guardian signature.

Based on the comments, the parent or teacher would be expected to follow-up to see if any interventions were needed or if a pattern developed that needed more attention. The teacher could intervene with such

interventions as a parent/teacher conference, parent/teacher telephone conversation or an email to the teacher requesting additional or revised assignments. The weekly SPRs will be critical in helping students internalize their locus of control and develop self-discipline. Working together, the parents, students, and teachers through effective communication and monitoring will be instrumental in making the goal of self-discipline a reality for all students.

A.7: Target Population

Narrative A.7.1 Describing the proposed target population

The grade levels or ages of students served: LICPA is requesting authorization to serve students in grades K-12. However, for the first two years we will only accept students in grades 4-12. The Pilot Project only included students in grades 4-12 and LICPA staff members, the Governing Board and the EMO require more data to demonstrate K-3 students can succeed in this blended model.

During the two-year pilot school project, our target audience was limited to public school students who could not attend a regular public school due to a high performance athletic schedule and were enrolled in an online school. These students were underperforming in the online school and in danger of failing.

Parents requested the university to assist and Dr. Grubaugh and Dr. Levitt visited the tennis center and put a pilot school in place (as described above). All students completed the grade level on time with all A's in all subjects. The Pilot project is a collaborative program with Nevada Virtual Academy and LICPA personnel is not able to access standardized test scores, state test results. Therefore, our data is limited to student grades, attendance, and behavior in the DTC classroom Appendix F LICPA Student Performance Data.

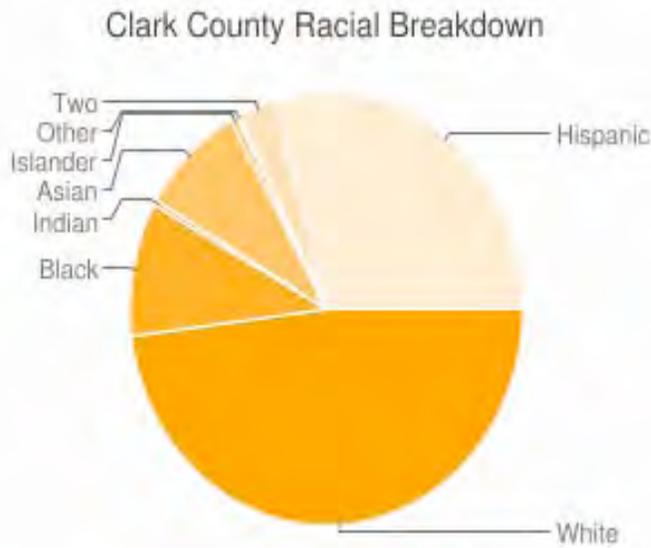
LICPA target audience includes all athletes, student performers, and other students in Clark County who are underperforming and/or at risk of failing in k-12 schools or in online schools due to demanding athletic or performance schedules. This audience is by definition an at-risk population and underserved by the public schools.

Currently, these students must choose between pursuing a high performance athletic or performing arts

career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public or private schools.

This target population pulls from all students in Clark County and includes a great diversity of students.

See graphic below for the Clark County Racial Breakdown.



Clark County White 48% Black 10% Asian 8.5% Hispanic 29.1%

The total Clark County population based on the 2010 Census is 1,951,269,

The total pool of LICPA applicants will be based on the total school age population of Clark County residents. LICPA expects the majority of students to come from the Clark County School District that is a minority majority school district. While we will recruit to all students, our actual student population in terms of racial, ethnic, gender or religious makeup will be determined at a later date. LICPA will make every effort to recruit a wide diversity of students. Governing Board member, Dr. Porter Troutman is well known advocate for diversity in Nevada, Las Vegas, the Clark County School District as well as nationally as a founding member of the National Association of Multicultural Education (NAME). Dr. Troutman has a strong reputation in the school district working with diversity issues and sponsoring a

Summer Program at UNLV for low-income students. Dr. Troutman will assist in the recruitment plan for students and staff.

In the pilot project, LICPA personnel focused on tennis players and did not have a wide diversity of students. However, the LICPA recruiting plan includes widespread recruiting efforts in additional sports and performing arts that will certainly reach a more diverse audience. LICPA will also recruit tennis players from additional tennis sites, including the Agassi Foundation students and also the First Tee golfers program which are both focused on low income minority students.

Clark County has a diverse population and there is no reason to think our student population will be any less diverse than Clark County.

Recruiting brochures will go out to school coaches, community coaches, and high performance coaches and teachers in all sports and performing arts.

Attachment A.7.2 Explaining Enrollment Projections.

Narrative A.7.3 Explaining how the proposed mission, curriculum, teaching methods and services align with the educational needs of the school's proposed target population;

The target population needs a flexible academic program, a flexible attendance policy, a high standards academic program, and a college prep program to achieve their academic goals. The personalized online curriculum allows 24-7 access to the curriculum, the LICPA attendance policy is tailored to this population, and the academic program is high standards and focused on preparing students for Division One colleges and universities.

The budget reflects our emphasis on high standards academic programs with teacher and tutor support for all students to be successful. Students can access the curriculum 24-7 from any location, and the in-class program provides highly qualified teachers and content specific tutors to use a variety of teaching methods to help every student be successful.

Attachment A.7.4 Recruitment of students. (See Attachments)

Narrative A.7.5 If you answered yes to either of the two questions in the Applicant Instructions, above, please provide a narrative describing how the charter school will measure the success of the charter

school in providing an education to students who are at risk, including examples of evidence that will be collected in order to measure success (NAC 386.150);

The LICPA target audience is “at-risk” of failing in traditional and online schools, our students do not meet the traditional definition of an “At Risk” population. Our target population is at-risk due to inflexible attendance policies in traditional schools and the inability of parents to serve as effective “learning coaches” in online schools. In fact, many of our target population would be successful in traditional schools if they did not participate in such a time demanding high performance activity. Based on data from the LICPA Pilot Program our target audience will be successful with our online curriculum and face-to-face program Appendix F LICPA Student Performance Data.

Narrative A.7.6 Proposed enrollment

LICPA students are not a traditional At-Risk group. However, due to intensive competition, training and performing schedules, our target audience is in danger of failure in traditional schools due to high school absences and difficulty in meeting inflexible assignment due dates. Our target students do not meet the traditional definitions of at-risk students.

A.8: Special Student Populations

Narrative A.8. Proposed school’s identification of Special Needs students

LICPA is fully committed to providing the accommodations and supports for all students to access the curriculum and be successful. LICPA will conduct systematic methods for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. LICPA will operate in accordance with state and federal guidelines. We will use the response to intervention (RtI) model – a multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis. “Rate of progress over time is used to make important educational decisions, including possible determination of eligibility for exceptional education services.” (TAP). Interventions will be based on a tier system as follows:

Primary (intervention tier 1 [IT1] interventions consist of a general education program based on evidence-based practices; secondary (intervention tier 2 [IT2] interventions involve more intensive, relatively short-term interventions; and tertiary (intervention tier 3 [IT3] interventions are long-term and may lead to special education services. See Appendix M RTI for a flow chart illustrating the RtI model illustrating the RtI model and its contribution to determining possible eligibility for special education services. (TAP p. 2). A visual description of the Response to Intervention (RtI)

Intervention Tier Flowchart model is provided in Appendix M RTI for a flow chart illustrating the RtI model.

LICPA will institute an infrastructure to support sufficient assessment and intervention resources to make decisions that result in successful outcomes for every student. We hire teachers who have been trained in these assessments and interventions and provide additional professional development workshops to further train instructors and staff on using this system. We will measure the success of the program if our results show a lessening of the achievement gap for struggling learners as demonstrated by data collected through our assessment results. Behavioral interventions will be deemed successful if there is a reduction in the problem behavior or an increase in desired behaviors. The following diagram displays the essential components of RtI:

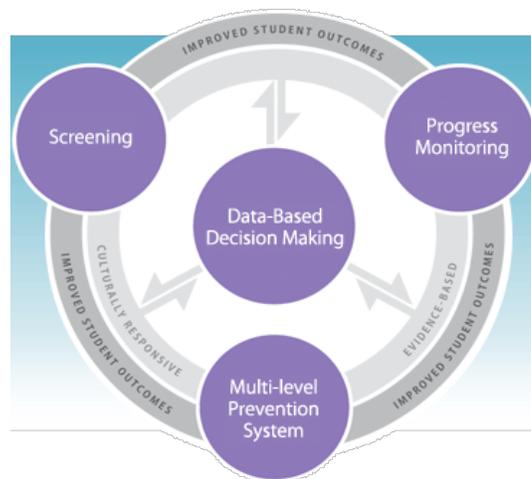


Diagram from the National Center on Response to Intervention:

<http://www.rti4success.org/whatisrti>

LICPA will document the assessments and interventions strategies and outcomes using the AIP/BIP guidelines. We will also use the LTS to document student success on any interventions. We will also consult with the National Center on Response to Intervention for additional information, resources and assistance. LICPA include some of the resources in Appendix. N Rti Resources.

Furthermore, Legacy Academy will use the Universal Design for Learning (UDL) model to provide essential supports and accommodations to address the learning needs of diverse students, i.e, special education (IDEA and 504), gifted (GATE), English Language Learners (ELL) as well as students at risk for learning. All students will have access to teaching, learning, and assessment through the use of this research-based framework in which educators design the curriculum in advance to meet the needs of all learners by matching students' learning and behavioral needs to the education/academic content by incorporating the three principles of UDL: (1) Representation: Presenting content in multiple formats, e.g., hybrid classes, audio books, videos, advanced organizers, pre-teaching vocabulary; (2) Action and Expression: Providing multiple, flexible alternatives to demonstrate learning and mastery, e.g., online responses, technology options (Digital Story Telling, Glogster, PowerPoint, Prezi, Podcasts, curriculum compacting, etc.), assistive technology, Thinking Maps, picture cues, graphic organizers, and (3) Engagement: Stimulating students' interests, learning styles, and motivation, e.g., culturally-responsive teaching, Positive Behavior Support, choice, and relevant authentic activities. UDL provides educators with opportunities to differentiate curriculum and instruction for all students according to abilities, interests, and learning styles. Examples of differentiation strategies include: tiered assignments, choice menus, curriculum compacting, learning contracts, and flexible questioning models such as Bloom's Taxonomy and Sandra Kaplan's Prompts of Depth and Complexity.

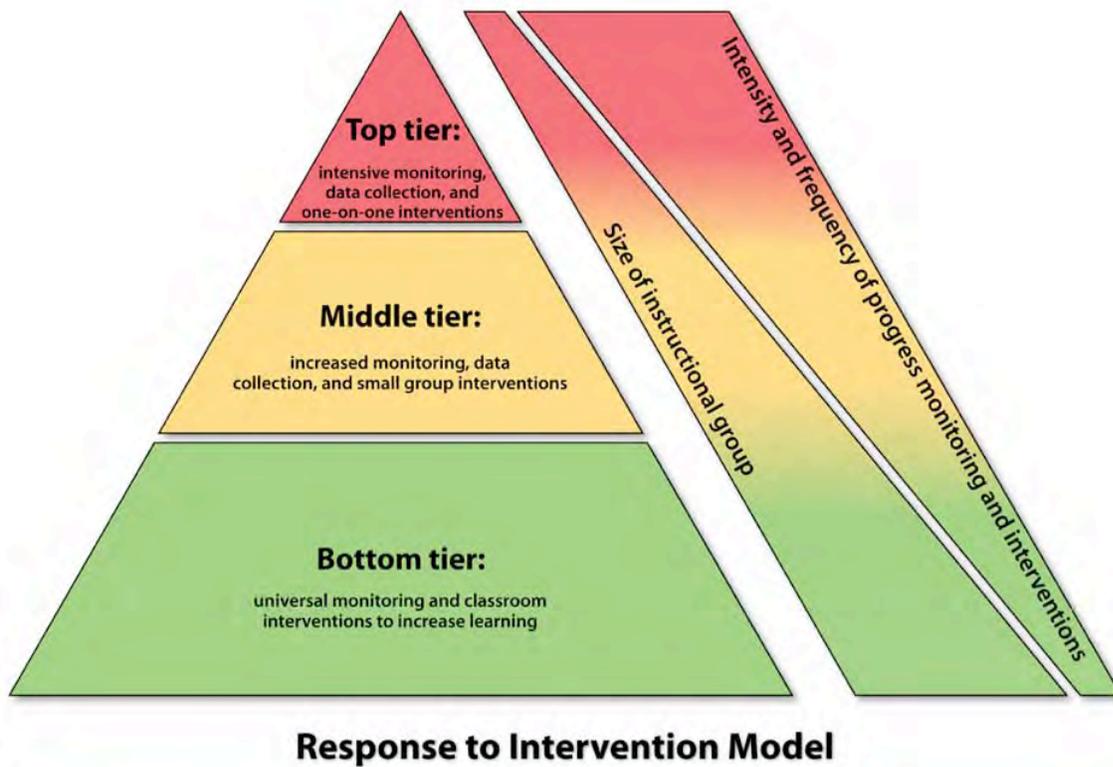
Parental involvement in the process is critical at all stages from the initial identification of an issue through a successful intervention where the problem is resolved. We will include parents in every aspect of the assessment and intervention process.

Legacy Academy will employ a specialist as lead contact to serve as director of special education (IDEA, 504), GATE) and ELL programs to work with the RtL consultant and implement the RtI model at Legacy

Academy.

Narrative A.8.2 Explanation multi-tiered Response to Intervention (RtI) Model

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. Multi-tiered Response to Intervention (RtI) Model for Math and Reading. LICPA will utilize the Response to Intervention model in Math and Reading. The RTI integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems. The following diagram depicts the RTI System:



Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. LICPA's specific action

steps for implementing each Tier of the RtI model are:

Tier 1: (a) Assess all students three times during each academic year—September, January, and May—using a universal screening, e.g, Dibels, for early identification, progress monitoring, and accountability. (b) Identify students functioning in the lowest quartile of achievement tests in reading and mathematics. (c) Use scientifically-based academic interventions to improve performance in reading and mathematics, e.g., Provide additional classroom literacy instruction using Marzano’s (2000) research-based instructional strategies for all students, with accommodations for identified students. (d) Monitor and chart academic progress weekly for ten weeks to evaluate effectiveness of interventions, using Curriculum-Based Measurement (CBM), direct observation, and grades. (e) Refer students who fail to achieve pre-determined benchmarks/criteria in reading and mathematics to Tier 2.

Tier 2: (a) Provide targeted research-based intervention in reading/ mathematics to small groups (4-5) of students, i.e., interventions address specific problems based on the data. The interventions are delivered by general educators and specialists trained in RTI two-to three times a week for 30-60 minutes. (b) Use CBM to monitor and chart academic progress weekly for twelve weeks to evaluate effectiveness of interventions. (c) Refer students who fail to achieve pre-determined benchmarks/criteria in reading and mathematics to Tier 3.

Tier 3: (a) Provide more intensive validated targeted instruction in reading/ mathematics to individuals or very small groups (2-3) of students. The interventions are delivered by special educators or specialists trained in RTI one-to-two times a day for 30 minutes. (b) Use CBM to monitor and chart academic progress weekly for ten weeks to evaluate effectiveness of interventions. (c) Refer students who fail to achieve pre-determined benchmarks/criteria in reading and mathematics for multi-disciplinary evaluation to determine eligibility for special education services.

Specific assessments and interventions for math and reading will follow the guidelines presented in “Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools” (2009) and “Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.”

Intervention options for advanced learners in math and reading will be offered according to ascending intellectual demand. Tier 1 examples include: problem and project-based learning, technology, tiered lessons, compacting, research, increased pace, interdisciplinary concepts. Tier 2 examples include: advanced problem solving/courses, competitions, advanced materials and primary sources, Tier 3 examples include: radical acceleration, advanced literature/writing opportunities, and mentorships. Our Blended school model is able to implement the RtI Model efficiently and effectively. All students are on an individual curriculum that facilitates intervention strategies that require small group or individual interventions.

Narrative A.8.3 Special Education related revenues and expenditures

The LICPA Budget reflects budget allocations to support the staffing, training, and implementation of the RtI model. The budget includes \$5,000 for staff development and training. All teachers are required to have a minimum of six hours of college credit in Special Education.

Narrative A.8.4 Continuum of service delivery model.

The Legacy Academy continuum of service delivery model will be based on the RtI Recommendations. See typical Appendix O Continuum of Services Model.

The educational program for exceptional students will include the following:

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.

Attachment A.8.5 Special Education Policy Assurance Document.

Attachment A.8. RtI referral packet and flowchart

Attachment A.8.7 Continuum of service delivery

A.9: Records

Narrative A.9.1 Records of pupils

LICPA will utilize an electronic Student Information System. We are in the final stages of choosing a

system. The current top choices are OpenSIS and Tyler SIS. OpenSIS allows fully functional for student demographics, contact information, scheduling, grade book, Reports/Reports designer, report cards, transcripts, health records, attendance, parent portal, customizable preferences and security. It also has functions to track discipline incidents, provide an integrated communication system, library services, and state reports which are customizable to Nevada requirements. <http://opensis.com/index.php> OPEN SIS . We are also evaluating the Tyler SIS software program. A decision on the best SIS product will be made by January 2012. (Tyler SIS <http://www.tylertech.com/solutions-products/school-solutions/student-information/tyler-sis>) A complete description of the SIS software will be available as soon as a decision on the SIS selection is completed no later than January 30, 2012.

In addition to the electronic SIS, which handles most of the student information data, we will also maintain a secure area and filing system for student data. We will use this system as a backup for the electronic system – in case the web based SIS program is not available and data needs to be accessed in a time sensitive or emergency request. We will have a dedicated secure area for record storage and use a password protected electronic storage and backup system. The proposed location within the charter school in which records of pupils will be stored is not known.

A9.a: The LICPA Office Manager will be responsible for maintain student records. Student records include but are not limited to emergency contact information, health and immunization data, class schedules, attendance summaries, disciplinary actions and academic performance, assessment results and documentation required pursuant to state and federal law will be stored in paper/hardcopy form and in electronic form as required. The office manager will be responsible for:

- Maintaining records of pupils including the inputting of student data into the electronic SIS and storing the hardcopies in the filing system.
- Providing records of pupils to the CCSD or other school district where the Legacy Academy is located for the inclusion in the automated system of accountability information for Nevada,

A.9b: Cumulative records will be stored in a secure file cabinet and backed up with an electronic SIS and be accessed via an online secure portal.

A.9c: The Office Manager will be responsible for the records if the Legacy Academy is dissolved.

A.9d: The School Location is unknown at the time of submission.

A.9e: Legacy provides the assurance that the school will forward all permanent student records to the office of student records of the school district of residence of each pupil upon closure of the charter school or upon a pupil's graduation or withdrawal from the charter school.

Attachment A.9.2 Retention of the records of pupils.

A.10: Career Education (if applicable) NOT APPLICABLE

B. ORGANIZATIONAL PLAN

B.1: Governing Body

Legacy International College Prep Academy (LICPA) will insure that each community Governing Board member will bring significant experience and a strong commitment to the school. The community members will represent a broad area of expertise and a broad cross-section of the school community and community-at-large and the board and administration will network and utilize the LICPA community for the good of the school. The school will also look for members with backgrounds in real estate, law, public accountancy, business, and philanthropy to play a role in governance as well as to generally benefit the school and the education of the students and to possibly serve as future board members. Expertise among parents and other community members will be capitalized upon as special curricular discussions and activities with the students. LICPA will use its tracking program to ensure close communication with parents, community members, teachers, administrators and board members. LICPA will adhere to the guidelines in NRS 386.343, Interpretation of "parents" for purpose of membership, NRS 386.345, Restrictions on membership; responsibilities; submission of certain information to Department and sponsor; approval of minutes of public meetings; and NRS 386.350, Miscellaneous duties.

Attachment B.1.1 Letter from Counsel. Note: In a telephone conversation on August 23, 2012, Mr. Danny Peltier, of the State Public Charter School Authority, advised Steve Grubaugh that it was his opinion that it was permissible to use a letter from counsel who had reviewed and sanctioned the Legacy International College Prep Academy bylaws on August 28, 2011. If this is not the case, please advise and LICPA will provide a more recent review of the bylaws by our attorney.

Attachment B.1.2 LICPA Bylaws. LICPAA has included a letter from our legal counsel on letterhead stating that the bylaws/rules of governance were reviewed, that they comply with the model bylaws and “applicant instructions”; that they are legally sufficient to form and content, and that they are in compliance with Nevada’s Open Meeting Law (NRS Chapter 241). Note: Verified through a telephone conversation on August 23, 2012, Mr. Danny Peltier, of the State Public Charter School Authority, advised Steve Grubaugh that it was his opinion that it was permissible to use a letter from counsel who had reviewed and sanctioned the Legacy International College Prep Academy bylaws on August 28, 2011. If this is not the case, please advise and LICPA will provide a more recent review of the bylaws by our attorney.

Attachment B.1.3 Bylaw Stipulations 1-17.

Narrative B.1.4 Recruit governing body members. LICPA governing body will comply with NRS 386.520, membership of committee to form charter school, as well as NRS 386.549, membership and qualifications of governing body, by soliciting from parents, professional educators and the community to fill vacancies as they arise on the board. The LICPA Board Member recruitment, training, and placement process involves multiple steps that occur during a period of several months including a process to contact community gatekeepers, conduct information sessions, offer a charter boards workshop, hold a matching event and follow up. LICPA will also utilize ongoing assessments, engaging activities, the creation of a strong parent community environment and regular parent involvement in activities and governance to achieve student success.

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

Regarding the Board, LICPA will insure that each community member will bring significant experience and a strong commitment to LICPA. The community members will represent a broad area of expertise and a broad cross-section of the school community and community-at-large and the board and administration will attempt to network and utilize the LICPA community for the good of the school. The school will also look for members with backgrounds in real estate, law, public accountancy, business, and philanthropy to play a role in governance as well as to generally benefit the school and the education of the students. Expertise among parents and other community members will be capitalized upon as special curricular discussions and activities with the students. LICPA will use its tracking program to ensure close communication with parents, community members, teacher, administrators and board members. See B.2.3. Names OF Committee Members.

Narrative B.2.1 Members' association with other charter schools. None of the Board Members have any relationship with another Charter School.

Attachment B.2.2 Assurances.

Attachment B.2.3 Names, etc., of committee members

Attachment B.2.4 Board Member Info

Attachment B.2.4 All committee members' responses to "Request for Information

B.3: Management and Operation

B.3.1 Description of organizational structure. The LICPA Academy Governing Board of the School is an independent body under the authorization of the Public Charter School Authority. The Board plans and directs all aspects of the school's operations. The organizational structure of the LICPA Academy enables us to ensure that the school is structured in compliance with the charter, creating and improving the school budget, and maximizing the funding available for classroom instruction and teacher salaries. We have a Governing Board, a Head of School, highly qualified teachers and a small staff. The titles, responsibilities and qualifications of all personnel are listed below.

LICPA's School Board is comprised of five members. The Governing Body supervises the charter school operation and is legally accountable for its operations. The School Board will either contract with an EMO, or the Board itself establishes policy. The Board insures that all aspects of the program and financial accountability systems satisfy LICPA's obligations to the State Public Charter School Authority. Annually, the School Board elects officers including a President, Secretary, and Treasurer, and may also elect one or more Vice Presidents each for a term of one year. The School Board meets quarterly, or more often if necessary, in open, public session to satisfy its duties, and may create subcommittees to carry out special duties. The existing Board Members will vote on new Governing Body members, with a majority required for acceptance. To insure that the Board retains its required composition under NRS 386.549, the existing Board shall evaluate prospective new members' with regard to their commitment to the school integrity, mission, and credibility, within the community and their professional, education, and practical experience.

Narrative B.3.2 Key management positions. The roles and responsibilities for key management position and related information for this section, and critical skills required for each position are listed below and expanded in Appendix B 3 Key Management Positions: *School Board* President, Vice-President for Programs and Services, Vice-President for Finance, Secretary, Treasurer, Parent and Outreach Coordinator, Head of School: (Similar to School Principal), Office Manager, Tech Developer & Support, School Nurse, and Coordinator for Special Services.

Attachment B.3.3 Organizational chart

Narrative B.3.4 Description of carrying out the charter school laws. The LICPA Board and the Head of School will be responsible for carrying out the provisions of NRS 386.500 to 386.610 regarding charter school laws. The LICPA Board and Head of School will attend all technical assistance meetings, conferences and meetings regarding the knowledge about and carrying out charter school laws.

The LICPA Board and the Head of the School will make decisions based on how the decision will impact the top priority – student achievement and interests. The LICPA Board members and Head of School will

ask, “If I do this, or approve this, is it in the best interest of the students and will it help improve student achievement.”

The LICPA Board and Head of School will make personnel decisions with the goal of maintaining an organization with diverse personnel. The governing board will also represent the diversity of the community where the school resides. In all school related operations, the LICPA Board and the Head of School will maintain strict compliance with transparency and accountability. Meetings will be open to the public and school accountability will be open to the public.

The LICPA Board and the Head of School will maintain a close and collaborative relationship with the school sponsor and the Nevada Department of Education. Board members and the Head of School will seek answers or assistance from the sponsor and the Nevada Department of Education whenever there is doubt concerning legal, ethical or best practices for any facet of the school operation. Questions about conflicts of interests or appearances of conflict of interest will be avoided. However, any doubts about any potential conflict of interest will be shared with the sponsor and the Nevada Board of Education and they will seek clarification and assistance with resolving the issue.

Narrative B.3.5 Method for dispute resolution. In the event a dispute arises between a charter school and the Department of Education, or between a charter school and the State Public Charter School Authority if the State Public Charter School Authority is the sponsor of the school, 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 Department will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not it agrees with the complaint and whether it accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, which resolution is proposed, or proposing an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the

State Public Charter School Authority at the next available meeting for its consideration. The State Public Charter School Authority will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the State Public Charter School Authority is final.

Narrative B.3.6 Identification of the kind of school. LICPA is primarily an online school with a face-to-face component that is a combination of Elementary, Middle School and High School that serves grades K-12. At the current time we will not accept students in grades K-3 because we are not certain the blended model school will meet the needs of these students or provide a learning environment where these students will be successful. Our pilot school did not go below grade 4. If we can determine the school can meet the needs of students in K thru 3, we will begin opening classes for these students.

Narrative B.3.7 Description of the lottery system. In the event that more students apply for the school than we can accommodate, we will institute a lottery system that follows state laws and guidelines regarding school lotteries as described in Appendix B 3 Description of the Lottery System.

Narrative B.3.8 An entity other than the committee to form the school assisted in preparation of the application. The Committee to Form the School with the assistance of Greg Levitt and Steven Grubaugh of Legacy Innovations International prepared the application. Dr. Levitt was instrumental in establishing and working closely with the Agassi Charter School. Dr. Grubaugh and Dr. Levitt have extensive experience working with public schools, public charter schools and online schools in their roles as university professors of education but have no contract or formal affiliation with any.

Narrative B.3.9 Limiting Enrollment of Pupils

School enrollment will not be limited, except as necessary to conform to the capacity of the school's facility (which facility is yet to be identified) and to designate the number of students per grade (which will be determined by the Board based upon considerations such as staffing and demand for enrollment and pursuant to Section 2 of R071-10 and NAC 386.180(7)). We limit the ratio of students to teacher to 30 to 1 with a tutor in each classroom for effective ratio of 15-1.

B.3.1: Educational Management Organization (EMO), CMO, ESP

Narrative B.3.1.1 Committee to form’s Decision to work with EMO: The committee to form the school decided to contract with an education service provider that specializes in high quality blended education for students, especially student athletes, and especially to hire individuals who are deeply experienced and successful in blended education and can assist with the planning and creating of a charter school. LICPA will contract with an educational management organization, Legacy Innovations International (LII), a company which can tailor make a charter school to the board’s specific school and student needs to carry out our vision and mission and provide a focused and compelling purpose for the school that is measurable. The vision and mission inherent in LII clearly translate into achievable goals, the selected curriculum, operations, and all aspects of a school that we desire.

In addition, educational service providers are generally very expensive, whereas LII seems to be a reasonably priced solution to all of our needs. We also appreciate very much that LII is a Nevada business run by well-established long time residents of Las Vegas who were educational experts in online, blended, and traditional education. LII also has very good connections to the best educational resources at UNLV and to online and blended expertise as well as teachers trained for the traditional classroom.

For additional information see Appendix B 3 Educational Management Organization:

Attachment B.3.1.2 *Info Related to Educational Management Organization*

Attachment B.3.1.3 *Draft contract with EMO*

B.3.2: Distance Education.

This section describes how the school will monitor and verify full-time student enrollment, monitor and verify student progress, describes how the school will provide appropriate services to distance learning students with disabilities and English learners, conduct parent-teacher conferences and administer state-required assessments with details in Appendix B 3 Distance Education.

Narrative B.3.2.1 *Description of LICPA will monitor student enrollment:* The courses that Legacy International College Prep Academy (LICPA) intends to use are selected from the state approved distance

education course list and will be used as a part of the distance education program that has been approved pursuant to NAC 388.830. See Appendix B.3 for further detail.

Narrative B.3.2.2 *Description of LICPA will monitor student achievement* The school will monitor and verify student progress through both electronic and face-to-face means using the Legacy Tracking system. See Appendix B.3 for further detail.

Narrative B.3.2.3 *Describe how LICPA will provide appropriate services to distance learning students with disabilities and English learners.* The school will provide appropriate services to distance learning students with disabilities and English learners through both specialized software and through face-to-face adaptations. See Appendix B.3 for further detail.

Narrative B.3.2.4 *Parent-teacher conferences* Parent-teacher conferences. LICPA has a strong face-to-face component required for our students and parent teacher conferences will be in person on a quarterly basis. . See Appendix B.3 for further detail.

Narrative B.3.2.5 *Administer state-required assessments* LICPA will administer state-required assessments with face-to-face monitoring. See Appendix B.3 for further detail.

B.4: Staffing and Human Resources.

LICPA anticipates an initial enrollment of 120 students and will explain here aspects of staffing and human resources including our staffing plan, negotiation of employment contracts including LICPA compliance with NRS 386.595 in the negotiation of all contracts for employment with the School, qualifications of instructors, teacher evaluation procedure, administrator position description, process for employing administrators, employing instructors. However, no employees have been hired at the time of this application. See Appendix B 4 Staffing and Human Resources for full descriptions and explanations of this component.

Narrative B.4.1 *Staffing plan.* LICPA anticipates an initial enrollment of 120 students. The school anticipates hiring a principal, one administrative office manager, 4 teachers, and 4 tutors/teachers' aides.

This staffing level provides for 4 classroom teachers with a student ratio of 30 to 1. This staffing structure is sufficient for accomplishing the educational programs planned for the school and is further explained in Appendix B.4.

Narrative B.4.2 *Negotiation of employment contracts* Negotiation of employment contracts complies with NRS 386.595.

Narrative B.4.3 *Qualifications of instructors* LICPA will ensure that all persons who provide instruction at the school comply with all Nevada licensure requirements. See Appendix B.4 for requirements for teachers and other instructional staff.

Narrative B.4.4 *Teacher evaluation procedure.* Teacher evaluations, both formative and summative, will be based on several factors including content knowledge, pedagogical practice, technical skills, interpersonal skills and professional skills and will comply with NRS 391.3125 as more fully explained in Appendix B.4.

Narrative B.4.5 *Name of the administrator.* We have not hired any administrators at the time of this application.

Narrative B.4.6 *Administrator position description* The Head of School is the school leader and responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the governing board. For the full position description see Appendix B.4.

Narrative B.4.7 *Process for employing administrators* Legacy Innovations International, with directions from LICPA's governing board, will implement a plan to identify and hire qualified candidates for the administrative positions as described Appendix B.4.

Narrative B.4.8 *Employing instructors* See LICPA will make every effort to attract a diversity of candidates who can ably carry out the mission of the school and who are highly-qualified, licensed and/or certified as applicable and appropriate within Nevada State laws and match the learning needs of its students. Instructor employment is more fully described in Appendix B.4.

Narrative B.4.9 *Information about staff.* No employees have been hired at the time of this application.

C. BUSINESS PLAN

C.1: Budget

Attachment C.1.1 Two Year Budget 2013-14 and 2014-15

Attachment C.1.2 Budget Narrative NDE Forms 2013-14 and 2014-15

Attachment C.1.3 Cash Flow Statement for each year 2013-14 and 2014-15

Narrative C.1.4 assurance that the school will use the Nevada Chart of Accounts

LICPA assures the school will use the Nevada Chart of Accounts for all accounting. LICPA will train the Office Manager to use the Nevada Chart of Accounts and the Head of School will assure the Nevada Chart of Accounts is used in all accounting procedures.

(<http://nde.doe.nv.gov/Resources.htm> NDE Chart of Accounts).

Attachment C.1.5 Pre-Opening Budget

Narrative C.1.6 LICPA's contingency plans for cash flow challenges

The fiscal year is from July 1 to June 30. All money received by the School will be deposited in a Nevada financial institution Bank of America. The absolute minimum number of students the school needs to operate is 30. Should there be cash flow challenges, instructional personnel would be reduced and tutors would be eliminated. The average teacher salary would be reduced from \$25,000 to \$20,000 annually. The Head of School's salary would also be reduced. The EMO would reduce their fee to \$100 per student. The EMO charge increased in year two because the school could financially sustain the full \$500 fee once it enrolled 240 students. The fees in year one are \$416 and \$500 in year two. The EMO agrees to further reduce costs as needed to ensure the financial viability of LICPA. By reducing most costs to reflect a true enrollment number, the school would be able to maintain a small surplus at the end of the year. In Addition, LICPA will seek additional funding from through Federal grants and Foundations.

C.2: Financial Management

Narrative C.2.1

LICPA will have our legal counsel review all policies in the “Suggested Model Financial Policies for Nevada Charter Schools” provided by the Nevada Department of Education in 2008. The legal counsel will review the policies of any new editions or additions to the document. It is understood the intent of the document is for guidance only and our legal counsel will review and approve all financial policies prior to requesting Governing Board approval. Once approval is received, these policies will be instituted and training and guidance will be provided to all personnel involved in financial management of LICPA. Any contracted companies involved in any aspect of financial management will be provided a copy of the approved policies as needed and approved by the Governing Board.

Narrative C.2.2 Closing procedures for the school

In the case school closure is required, the following procedures will be followed:

1. Not less than 30 days before the closure of LICPA the Governing Board will submit written notice of closure to the Nevada Department of Education, the Charter School Authority acting as sponsor of the school, and the employees of the school. The notice will include the reason(s) for the closure, date of said closure, and date of the meeting of the Governing Board on which the determination was made to close the school. It will include the name of the LICPA administrator along with contact information.
2. Not less than 30 days before the closure of LICPA, the LICPA Governing Board will instruct the registrar or secretary of the school to complete the following:
 - a. Contact by regular mail the parent or legal guardian of each pupil enrolled in LICPA. The notice to parents will include information on how the pupil may transfer to another public school and the manner in which records of that pupil will be transferred;

- b. Contact the board of trustees of each school district in which a LICPA pupil resides. This correspondence will include written notice of the closure of LICPA and notification that the school district may receive pupils for enrollment upon the closure.
 - c. The LICPA registrar will ensure that all information required by NRS 386.650 for inclusion in the SAIN data system of Nevada is current to the date of the closure.
3. Not less than 30 days before the closure of LICPA, the Governing Board will submit to the sponsor of the school the following:
- a. All records of indebtedness of LICPA if any, and any property of the school that is encumbered;
 - b. Return any remaining restricted assets to their source, such as grant money and money contained in restricted categorical funds;
 - c. Create a current and projected payroll and payroll benefits commitment, listing each employee, each employment position and the amount of money required to satisfy existing contracts;
 - d. Report of the income tax documentation for the employees of LICPA;
 - e. Ensure that outstanding obligations of LICPA are settled after closure of the school, including without limitation, unemployment compensation, employee benefits, and resolution of the lease agreement for the charter school, if applicable, and final balances for utilities and other costs.
4. Not later than 6 months after closure of LICPA, the Governing Board will provide an independent audit, including, without limitation, the net assets and net liabilities of the school; and the annual report of budget required by NRS 386.600.
5. The LICPA Governing Board shall ensure that all money received by the charter school from the State of Nevada that is unencumbered is returned to the Nevada Department of Education (NDE) and placed in an escrow account for the purpose of satisfying any outstanding obligations of LICPA One year after the establishment of the escrow account, the

NDE will transfer the balance remaining in that account to the State Distributive School Account created pursuant to NRS 387.030.

6. The Charter School Authority shall conduct a physical inspection upon closure of LICPA to confirm that all equipment, supplies, and textbooks identified in the inventory of the school maintained pursuant to NAC 386.342 are on the premises of the school. A current copy of the written inventory is to be provided to the sponsor of LICPA. The inventory will identify the source of money used to purchase each item, the name of the entity that donated the item and/or the owner of the item, as applicable.

7. Upon closure of LICPA, the Governing Board will ensure that if LICPA used money received from the sponsor of the charter school, the State of Nevada, or the federal government to purchase equipment or supplies, the equipment and supplies will remain on the premises of the school, unless LICPA is directed otherwise by the sponsor of the charter school, the State or the federal government, as applicable. Such equipment and supplies may only be removed by the charter school sponsor, the State, or the federal government.

8. If a licensed teacher who is a member of the LICPA Governing Board fails to comply with the aforementioned policy, the Charter School Authority 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.

***Narrative C.2.3** The name of the audit firm the school will use.*

LICPA will contract with a qualified accounting firm for all audits. Do date, we have contacted:

1. Piercy Bowler Taylor & Kern
6100 Elton Ave. Suite 1000
Las Vegas, NV 89107

2. Unique Accounting,
3824 S. Jones Blvd. Suite B
Las Vegas NV 89103

The Governing Board will make a final selection by June 2013 prior to the opening of LICPA.

LICPA will use Bank of America for school use:
University Branch
Maryland Parkway & Tropicana
4795 S Maryland Pky, Las Vegas, NV 89119

Narrative C.2.5 Fees, charges and deposits

LICPA does not anticipate imposing any fees, charges, or deposits except for an optional summer school program. The Summer School Program will be optional and fees will cover the expenses (Teachers, administrators, online curriculum, etc.). There will be no priority treatment in the regular school year program for pupils participating in the summer school program. There may be no priority in enrollment in the regular school year program for pupils participating in the summer school program. In order to maintain fidelity of the financial accounting , the financial accounting for the summer school program will be separate from the regular school year budget due to fees charged for summer school and no fees charged during the regular school year.

Narrative C.2.6. Person to draw all orders for the payment of money

LICPA has not hired any employees at the time of this application. We will contract with an accounting firm to assist with the financial management and record keeping. At this time, we are considering Piercy Bowler Taylor & Kern 6100 Elton Ave. Suite 1000 Las Vegas, NV 89107 and Unique Accounting, 3824 S. Jones Blvd. Suite B Las Vegas NV 89103. We will also contract with a company to provide payroll assistance. At this time we are considering Bank of America.

The office manager will be primarily responsible for the day-to-day management of school finances. For example, the office manager will purchase supplies, complete paperwork for employees on a monthly or weekly basis and purchase equipment for the school. The Head of School will provide oversight and signature authority for the all expenditures. The

Governing Board will review and approve all financial structures, procedures, policies, and activities on a quarterly basis.

Narrative C.2.7 Minimum number of enrolled

The minimum number of enrolled pupils necessary for financial viability of the school is 30 students. We expect a larger enrollment of a minimum of 120 students that could be as high as 200, but LICPA can remain financially viable with a minimum of 30 students.

C.3: Facilities

Narrative C.3.1 Facilities and equipment Information

(a) A statement in writing describing why the proposed charter school has not obtained a suitable facility, personnel or equipment; LICPA has not obtained a suitable facility, personnel, or equipment at the time of application because we do not have a budget to sign a lease, hire personnel, or purchase equipment at this time. We have explored the potential for using facilities at several locations and have conducted pre-interviews with a potential Head of School and prospective teachers. Two locations LICPA is currently exploring include classroom space at Darling Tennis Center at 7901 West Washington Avenue Las Vegas, NV 89128 and classroom space at the On Deck Baseball Academy at 4145 N. Rancho Drive,, Suite 110, Las Vegas, Nevada 89130. LICPA is also exploring additional classroom space. In all cases we are negotiating for a free rental agreement. Based on our 2012 federal Charter School Program (CSP) Non-SEA grant application, we have a tentative budget for equipment (e.g., computers, servers, iPhones). The CSP grant application budget is in Appendix P CSP Federal Grant Budget.

(b) A plan for obtaining a suitable facility, personnel or equipment, including, without limitation, as applicable: Three LICPA volunteer personnel are currently searching for additional suitable locations and equipment, as well as looking for pre-opening funds to

complete this process. The search is based on the CSP grant application stated needs and budget.

(1) A statement in writing that explains whether an existing facility will be remodeled or a new facility will be built; and LICPA will secure an existing facility to meet required building requirements. When LICPA is approved, we will interview numerous contractors who have an established history of completing remodeling jobs on time and within budget. The two structures currently under review would not need any remodeling or furniture.

(2) A schedule for completing or obtaining a suitable facility, personnel and equipment, including, without limitation, if applicable, a description of and time schedule for any plan to raise funds for completing or obtaining the facility, personnel and equipment; LICPA will designate a suitable facility by the end of January 2013. The lease will be signed to be effective starting July 1, 2013. Personnel will be hired and equipment purchased by 8/1/12.

(c) The date on which it is anticipated that the charter school will open;

LICPA will open the same date as all Clark County School District schools. As many families of students may have siblings in CCSD schools, many parents requested we follow the CCSD school schedule. The date will be near the end of August in 2013.

(d) A description of the equipment that will be used at the charter school, including, without limitation: Personnel, furniture and equipment will be in place by July 30, 2013. The Head of School will be in place July 1, 2013.

(1) Office furniture and equipment; Depending on the building selected, LICPA may or may not need to purchase additional office furniture.

(2) Computer equipment; The Head of School will purchase a server to run the administrative software and iPads for students, teachers and administrators. WiFi will be available in all facilities. If WiFi is not available, LICPA will purchase a router for the service as needed. Electrical backup and server backups will be purchased as needed.

(3) Musical instruments; No purchase of musical instruments are planned at this time.

(4) Equipment to be used in a machinery shop; and None planned for at this time.

(5) Supplies and other items necessary for the use of equipment described in this paragraph;

No additional supplies will be needed for the above items.

(e) A written estimate of the cost of obtaining insurance is provided, however, we are negotiating with potential locations that currently have or will pay for appropriate insurance coverage.

(f) Not available at the time of application.

Attachment C.3.2. Estimate of the cost of insurance

Attachment C.3.3 Inspection documents Not Applicable

Attachment C.3.4 OSHA document Not Applicable

C.4: Transportation, Health Services and Emergency Services

Narrative C.4.1 *Transportation*

LICPA will not provide transportation to or from school. LICPA personnel will work with parents and guardians to ensure all students have appropriate transportation to and from school. As attached to the sports and performance programs, the sports and performance program personnel will provide transportation as needed. All applicable State laws will be adhered to regarding the transportation of students.

Narrative C.4.2 *Providing Health Services*

LICPA will enter into a contract with a registered nurse to provide services required for the health care of its pupils including the delivery of hearing, vision, and scoliosis screenings. The same contract will cover all health assessments for students who are evaluated for Special Education Services. The same person will be responsible for health education of students, staff, and parents.

Narrative C.4.3 *Maintenance of records related to the immunization of pupils*

The Office Manager will be responsible for reviewing, verifying, and maintaining immunization records. He/she will also be responsible for contacting the parents/guardians of students who are not in compliance with state regulations regarding immunizations and for informing school administrators of pupils who are not in compliance with state law. The Head of School will schedule parent conferences with students who are still not in compliance with state immunization laws after the first month of school. A student will be excluded from school until he/she has the proper immunizations, if the student has not provided the school with proof of immunization by the end of October. Immunization records will be kept in a locked, fireproof cabinet in the school office along with the other student records in compliance with NRS 392.435. The records will be kept for five years after a student leaves the school. The Office Manager will participate in the DHHS immunization survey. Additional maintenance of student records is addressed in section A.9.

Attachment C.4.4. Drills for Fire and Other Emergencies

Attachment C.4.5 the school's Emergency Management Plan. (NRS 392.600 – 656)

Attachment C.4.6 N/A

Attachment C.4.7 N/A

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Attachments

Attachment A_3_2 Schedule Of Courses

Schedule of Courses set forth Chapter 389 of NRS and NAC. LIPCA will follow the approved schedule of courses utilized by the Nevada Approved Course Distance Education Course List (pursuant to NAC 388.830) and sanctioned for our online curriculum, and specifically for Connections Education and adopted for the school curriculum.

These courses correspond the Clark County School District Curriculum
<http://cpd.ccsd.net/overviews.html>

KINDERGARTEN

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Space Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 1

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Space Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 2

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Space Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 3

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; EarthScience; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 4

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 5

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 6

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

English: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Science: Course includes:

Nature of Science; Heredity of Life, Structure of Life, Organisms and their Environment, Diversity of Life, Solar System and Universe.

Physical Education/Computer Literacy*

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

Elective**

* Minimum of one semester P.E. and one semester of computer literacy. ** Additional social studies is recommended.

GRADE 7

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

English: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text, Effective Writing, Types of Writing, Listening, Speaking.

Science: Course includes:

Nature of Science; Atmospheric Processes and the Water Cycle, Solar System and Universe, Earth's Composition and Structure, Diversity of Life, Forces and Motion, Energy.

Social Studies

Nevada History

Physical Education/Computer Literacy*

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

●Elective**

* Minimum of one semester P.E. ** Cultures will be taught as it relates to the development of U.S. History. *** Recommend technology and foreign language components be offered.

GRADE 8

Mathematics* : Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Algebra 1

English* : **Course includes:**

Word Analysis, Reading Strategies, Literary Text, Expository Text, Effective Writing, Types of Writing, Listening, Speaking.

World Geography* : **Course includes:**

Science* : **Course includes:**

Nature of Science, Matter, Forces and Motion, Energy, Atmospheric Processes and the Water Cycle.

Physical Education/Health**

World Geography

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

Elective

* Teach reading strategies through all content areas. ** Minimum 1 semester of P.E. and 9 weeks of Health. The required sex education/AIDS component will be taught by an appropriately certified instructor.

GRADE 9

English I, English I Honors

Algebra I, Algebra I H, Geometry, Geometry Honors

Principles of Science Biology I H

PE I

Foreign Language I

GRADE 10

English II, English II H Literature H

Geometry H, Algebra II H, Geometry Alg. II / Trig Honors

Biology, Chemistry I, Chemistry I Honors

Honors World History, World History, Geography, Geography Honors, AP

PE II

Foreign Language II Honors

GRADE 11

Science Courses: Anatomy & Physiology, Botany, Chemistry, Environmental Science, GeneticsH , Geological Studies, Geoscience, Epidemiology , Forensic Science, Integrated Biology and Chemistry, Marine Science, Physics , Zoology

Social Studies: World History, Geography, U.S. History, U.S. Government,

English III,

GRADE 12

English IV

Science Courses: Anatomy & Physiology, Botany, Chemistry, Environmental Science, GeneticsH , Geological Studies, Geoscience, Epidemiology , Forensic Science, Integrated Biology and Chemistry, Marine Science, Physics , Zoology

Mathematics: As required for Diploma type and graduation.

Social Studies As required for Diploma type and graduation.

Foreign Languages As required for Diploma type and graduation.

Electives: As required for Diploma type and graduation.

College Prep Pathway (Standard Diploma)

The minimum high school graduation requirements do not necessarily qualify you for college. You must research the colleges of your choice for their specific admissions requirements. These requirements vary depending on the competitiveness of the college/university. It is recommended that you complete the minimum college prep courses listed in each area.

Advanced Diploma Pathway

The Advanced Diploma requires additional credits beyond the Standard Diploma. Students who elect to earn an Advanced Diploma will be required to earn one additional science credit and one additional social studies, arts/ humanities or occupational educational credit of the 24 required credits. Students must have earned a cumulative 3.25 un-weighted GPA.

Advanced Honors Diploma Pathway

The Advanced Honors Diploma Pathway is fully explained in the Advanced Honors Diploma section (Appendix A.3.7).

Attachment A.3.3 Course Descriptions Core Content Areas Grade Levels

Course Descriptions Core Content Areas Grade Levels per (NAC 386.150(5); NRS 386. 550(1)(i) and NRS389.018(1)).

LICPA will follow the approved course descriptions and measurable objectives for each of the core content areas at each grade level utilized by the Nevada Approved Course Distance Education Course List (pursuant to NAC 388.830) approved online curriculum we adopt for the school curriculum. The Nevada Public Charter School Authority, through the Nevada Distance Education Approved Course Provider List has previously approved all courses and embedded course textbooks and curricula offered by LICPA.

All courses, and embedded course textbooks and curriculum, selected by LICPA will align with Nevada Standards. The Nevada Public Charter School Authority, through the Nevada Distance Education Approved Course Provider List has previously approved all courses offered by LICPA. All LICPA courses have been submitted and approved by the Nevada Public Charter School Authority for K12, Connections Academy, APEX Learning and the International Baccalaureate Organization. In addition, all course descriptions have been submitted and approved by the Nevada Charter School Authority for K12, Connections Education, APEX Learning and the International Baccalaureate Organization.

Attachment A.3.4. Nevada State Standards Alignment Chart

Nevada State Standards Alignment Chart completed for each of the core content areas (Complete Addendum #1 which can be found at: http://nde.doe.nv.gov/SD_CharterSchools_Forms.htm); that demonstrates alignment between LICPA's curriculum, pedagogy and professional development.

All Legacy Academy Course Alignments have been submitted and approved by the Nevada Charter School Authority for K12, Connections Academy, and APEX Learning. For Example. Connections Academy has been approved by the Nevada Department of Education as a Distance Education Provider, and its Distance Education courses have also been approved. LICPA will follow the approved course alignment chart utilized by the Nevada approved online curriculum we adopt for the school curriculum. See Attachment A.3.4 Nevada State Standards Alignment Chart.

All Legacy Academy Courses Alignments have been submitted and approved by the Nevada Charter School Authority for K12, Connections Academy, APEX Learning and the International Baccalaureate Organization.

For Example.

1. * Connections Academy has been approved by the Nevada Department of Education as a Distance Education Provider, and its Distance Education courses have also been approved. See

http://nde.doe.nv.gov/Tech_DistanceEd.htm

* To be approved by NDE, a Distance Ed course must "List Nevada Academic Standards and/or course of study objectives aligned to course." See New Course Application Guidelines (word) on the Distance Ed page

* The list of NDE-approved Connections Academy courses is at

http://nde.doe.nv.gov/Technology/Connections_Academy_Approved_Course_List.pdf.

Attachment A.3.5 Designation of Courses a Student Must Complete for Promotion

. *Designation Of Courses Student Must Complete For Promotion (NAC 386.150(5); and NAC 389.445).* LICPA will follow the designation of the courses that a student must complete for graduation utilized by the Nevada approved online curriculum we adopt for the school curriculum. See ment A.3.5 Designation Of Courses Student Must Complete For Promotion as well as the courses listed in Attachment A.3.2 Schedule Of Courses.

Matriculation - Academic Load

Requirements For Students

Grade classification for high school students will be determined by years in school, not on credit earned. Students will be classified to the next grade level at the end of each School Year.

Duplicate Course Work — Repeating Courses

High school students may repeat a course in which they would like to improve their grade. Additional credit will not be granted; the higher grade will be recorded in the academic history and the lower grade replaced with a repeated course notation.

Courses and Credits Required for Graduation:

Standard Diploma

| Graduation Requirements | Credits Required for Standard Diploma Graduation Requirements | Legacy Academy Courses that will meet |
|--------------------------------|--|--|
| English | 4 | English I-IV |
| Math | 3 | Pre-Algebra, Algebra1,2 Geometry, |

| | | |
|--------------------|---------------|--|
| Science | 2 | Principles of Science, Biology, Chemistry, Physics, Earth Science, |
| US Government | 1 | |
| US History | 1 | |
| World History | 1 | |
| World Geography | 1 | |
| Arts & Humanities | 1 | |
| Health | 1/2 | |
| Physical Education | 2 | |
| Computers | 1/2 | |
| Electives | 5 1/2 | Inc. Dual Credit, AP, Honors and IB, Foreign Languages, |
| Total | 22 1/2 | |

To receive a standard high school diploma, each student must complete twenty-two and one-half (22 1/2) units of approved course work and must pass the Nevada High School Proficiency Examination.

Sample Courses that are aligned with Nevada Standards and Approved for Distance Education in the State of Nevada. Legacy Academy students/parents may select some of these courses to meet their graduation requirements.

Nevada Department of Education - Approved Distance Education Courses

See the following documents for K12, Connections and APEX Learning Approved Courses:

- **K12 Nevada Approved Distance Education Courses**
- **Connections Academy Approved Distance Education Courses**
- **APEX Learning Approved Distance Education Courses**

Please note, Parents/Students can select the program they want from the approved list. Legacy Academy students follow an approved program with courses from the approved lists.

These courses correspond the Clark County School District Curriculum

<http://cpd.ccsd.net/overviews.html>

KINDERGARTEN

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Space Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 1

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Space Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 2

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Space Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 3

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; EarthScience; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 4

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 5

English Language Arts/Reading: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Science: Course includes:

Nature of Science; Physical Science; Earth Science; Life Science.

Social Studies: Course includes:

History, Geography, Economics, Civics.

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

GRADE 6

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

English: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text Effective Writing, Types of Writing, Listening, Speaking.

Science: Course includes:

Nature of Science; Heredity of Life, Structure of Life, Organisms and their Environment, Diversity of Life, Solar System and Universe.

Physical Education/Computer Literacy*

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

Elective**

* Minimum of one semester P.E. and one semester of computer literacy. ** Additional social studies is recommended.

GRADE 7

Mathematics: Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

English: Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text, Effective Writing, Types of Writing, Listening, Speaking.

Science: Course includes:

Nature of Science; Atmospheric Processes and the Water Cycle, Solar System and Universe, Earth's Composition and Structure, Diversity of Life, Forces and Motion, Energy.

Social Studies

Nevada History

Physical Education/Computer Literacy*

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

●Elective**

* Minimum of one semester P.E. ** Cultures will be taught as it relates to the development of U.S. History. *** Recommend technology and foreign language components be offered.

GRADE 8

Mathematics* : Course includes:

Numbers, Number Sense, and Computation; Patterns, Functions, and Algebra; Measurement; Spatial Relationships, Geometry, and Logic; Data Analysis; Problem Solving; Mathematical Communication; Mathematical Reasoning and Mathematical Connections.

Algebra 1

English* : Course includes:

Word Analysis, Reading Strategies, Literary Text, Expository Text, Effective Writing, Types of Writing, Listening, Speaking.

World Geography* : Course includes:

Science* : Course includes:

Nature of Science, Matter, Forces and Motion, Energy, Atmospheric Processes and the Water Cycle.

Physical Education/Health**

World Geography

Foreign Languages:

Spanish, English as a Second Language, Chinese, Japanese

Elective

* Teach reading strategies through all content areas. ** Minimum 1 semester of P.E. and 9 weeks of Health. The required sex education/AIDS component will be taught by an appropriately certified instructor.

GRADE 9

English I, English I Honors

Algebra I, Algebra I H, Geometry, Geometry Honors

Principles of Science Biology I H

PE I

Foreign Language I

GRADE 10

English II, English II H Literature H

Geometry H, Algebra II H, Geometry Alg. II / Trig Honors

Biology, Chemistry I, Chemistry I Honors

Honors World History, World History, Geography, Geography Honors, AP

PE II

Foreign Language II Honors

GRADE 11

Science Courses: Anatomy & Physiology, Botany, Chemistry, Environmental Science, GeneticsH , Geological Studies, Geoscience, Epidemiology , Forensic Science, Integrated Biology and Chemistry, Marine Science, Physics , Zoology

Social Studies: World History, Geography, U.S. History, U.S. Government,

English III,

GRADE 12

English IV

Science Courses: Anatomy & Physiology, Botany, Chemistry, Environmental Science, GeneticsH , Geological Studies, Geoscience, Epidemiology , Forensic Science, Integrated Biology and Chemistry, Marine Science, Physics , Zoology

Mathematics: As required for Diploma type and graduation.

Social Studies As required for Diploma type and graduation.

Foreign Languages As required for Diploma type and graduation.

Electives: As required for Diploma type and graduation.

College Prep Pathway (Standard Diploma)

The minimum high school graduation requirements do not necessarily qualify you for college. You must research the colleges of your choice for their specific admissions requirements. These requirements vary depending on the competitiveness of the college/university. It is recommended that you complete the minimum college prep courses listed in each area.

Advanced Diploma Pathway

The Advanced Diploma requires additional credits beyond the Standard Diploma. Students who elect to earn an Advanced Diploma will be required to earn one additional science credit and one additional social studies, arts/humanities or occupational educational credit of the 24 required credits. Students must have earned a cumulative 3.25 un-weighted GPA.

Advanced Honors Diploma Pathway

The Advanced Honors Diploma Pathway is fully explained in the Advanced Honors Diploma section (Appendix A.3.7).

Attachment A.3.6 Typical Daily Schedule

Typical daily schedule. LIPCA will follow a distance education schedule to satisfy the approved schedule of courses utilized by the Nevada approved online curriculum. Since LICPA is a blended school, the daily schedule begins after lunch and students, who work individually, may take three ten minute breaks at their own discretion, or when necessary and with teacher approval. Additionally, students' learning is individualized and guided during these times. Impromptu small and whole group lessons, guest lectures and activities are arranged as needed.

The Face-to-Face Class Time: Legacy Academy students are in face-to-face classes 19 hours per-week. Other times, students are completing assignments online.

In-class, learning is individualized. Students work at their own pace with instructional support from teachers and tutors. Teachers create impromptu one-on-one, small and whole group lessons, guest lectures and activities as needed.

Legacy Academy Daily Class Schedule:

11:30 to 11:45 – Each day begins with a School or classSchool (or separate class meetings depending on class size) Meeting during lunch time. During this time students and teachers discuss issues, questions, or current events. Students fill-out daily academic plan (lessons they will complete that day). Teachers go over upcoming academic and school events including, upcoming major assignments, field-trips, guest speakers, extra-curricular events, etc.)

Parents are welcome to participate in the meetings and have lunch with the students and teachers.

12:00 – 3:00 or 4:00 Depending on Student Program on Tuesday, Wednesday and Thursday. Students are in appropriate classroom and learning activity (varies by student).

Students work on online courses and can move to appropriate classroom for labs, reading room, one-on-one instruction, small group instruction, or large group discussion.

Students clean area before turning in Daily Academic Plan to their teacher.

Students turn in Daily Academic Plan, teacher reviews and signs. Teacher discusses the completed work and as appropriate receives a Ticket out the Door.

12:00 to 5:00 Students are in appropriate classroom and learning activity (varies by student) Students

Students work on online courses and can move to appropriate classroom for labs, reading room, one-on-one instruction, small group instruction, or large group discussion.

Students clean area before leaving.

Students turn in Daily Academic Plan, teacher reviews and signs. Teacher discusses the completed work and as appropriate receives a Ticket out the Door.

On Fridays, students are given their Weekly Progress Reports indicating assignments completed and remaining assignments in each class. Teachers discuss Progress Reports and makes recommendation to each student for weekend and next week's work.

Attachment A.3.7 Addendum#2 Courses/Credits Required for Graduation **LEGACY ACADEMY HIGH SCHOOL GRADUATION REQUIREMENTS**

Modeled after the Clark County Graduation Requirements
http://www.ccsd.net/pol-reg/pdf/5127_R.pdf

Legacy Academy will offer a Standard Diploma, an Advanced Diploma and an Honors Diploma.

I. Graduation Requirements

To receive a diploma signifying graduation from a Legacy Academy, the student must fulfill those requirements as designated by the Nevada State Board of Education as outlined in the Nevada State Content and Performance Standards, and policy as established by the Legacy Academy Board. The Board in accordance with these requirements, shall prescribe courses in the general areas of study as follows:

Each ninth grade student must have an approved 4-year academic plan. The academic plan must set forth the specific educational goals that the student intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit, career and technical education, Advanced Placement (AP), International Baccalaureate (IB), and honors courses.

The ninth grade student and his/her parent or legal guardian are required to work in consultation with a school counselor to develop an academic plan, sign the academic plan, review the academic plan at least once each school year in consultation with a school counselor, and revise the plan if necessary.

For students enrolling in high school after ninth grade, an academic plan will be created with appropriate grade level modifications.

The academic plan must be used as a guide for the student and the parent or legal guardian to plan, monitor, and manage the student's educational development and make determinations of the appropriate course of study. If a student does not satisfy all the goals set forth in the academic plan, he/she is eligible to graduate and receive a high school diploma if requirements for a diploma are otherwise satisfied.

- **Requirements For Students Who Enter in the Ninth Grade**

Legacy Academy strives to prepare graduates for success in post-secondary education and in the workforce by providing a rigorous curriculum. All high school students who enter ninth grade during or after the 2012-2013 school year will be enrolled in the following program expectations:

| | Units |
|--|---------|
| a. English | 4 |
| b. Mathematics | 4+ |
| c. Science | 3++ |
| d. U.S. History | 1 |
| e. U.S. Government | 1 |
| f. World History or Geography | 1 |
| g. Physical Education | 2 |
| h. Health Education | 1/2 |
| i. Use of Computers | 1/2+++ |
| j. Arts and Humanities or Career and Technical Education | 1 |
| | 18 |
| k. Electives | 4 1/2 * |
| l. Total Credits Required for Graduation | 22 1/2 |

+Mathematics course units must include at least Geometry, and Algebra II, or Algebra IIIH, or Applied Algebra II, or above.

++Three units of credit in Science, including two laboratory courses of which one must be at least Biology I or Biology IH, or above.

+++Satisfactory completion of a semester computer literacy course offered in Grades 6, 7, or 8 will meet the requirement for the use of computers.

* Legacy Students will be encouraged to take both World History and World Geography

1. **To receive a standard high school diploma**, each student must complete twenty-two and one-half (22 1/2) units of approved course work and must pass the Nevada High School Proficiency Examination.
 - a. Fifteen (15) units in the required areas of study, and
 - b. Seven and one-half (7 1/2) units of elective credit in approved course work

Standard Diploma Required Areas of Study and Elective Areas of Study -

| | Units |
|-----------------|-------|
| a. English | 4 |
| b. Mathematics | 3+ |
| c. Science | 2 |
| d. U.S. History | 1 |

| | | |
|--|------|---------------|
| e. U.S. Government | | 1 |
| f. World History or Geography | 1+++ | |
| g. Physical Education | | 2 |
| h. Health Education | | 1/2 |
| i. Use of Computers | | 1/2++ |
| | | 15 |
| | | |
| j. Electives | | 7 1/2 |
| Total Credits Required for Graduation | | 22 1/2 |

+Mathematics course units must include at least Algebra I or Algebra IH, or Applied Algebra IA and IB, or above.

++Satisfactory completion of a semester computer literacy course offered in Grades 6, 7, or 8 will meet the requirement for the use of computers.

+++World History or Geography is required for all Legacy Academy students. World History or Geography taken in Legacy Academy fulfills the Arts/Humanities or Career and Technical Education state requirement.

3. To receive an Advanced Diploma, each student must complete twenty-four (24) units of approved course work and pass the Nevada High School Proficiency Examination, and achieve a minimum of a 3.25 un-weighted GPA.

Advanced Diploma Required Areas of Study and Elective Areas of Study -

| | | Units |
|--|----|-----------|
| a. English | | 4 |
| b. Mathematics | 4+ | |
| c. Science | | 3 |
| d. U.S. History | 1 | |
| e. U.S. Government | | 1 |
| f. World History or Geography | 1 | |
| g. Physical Education | | 2 |
| h. Health Education | | 1/2 |
| i. Use of Computers | | 1/2+++ |
| j. Arts and Humanities or Career and | 1 | |
| | | 18 |
| | | |
| k. Electives | | 6 |
| Total Credits Required for Advanced Diploma | | 24 |

+Mathematics course units must include at least Algebra I, or Algebra IH, or Applied Algebra IA and IB, or above.

++Satisfactory completion of a semester computer literacy course offered in Grades 6, 7, or 8 will meet the requirement for the use of computers.

+++ For students pursuing the Advanced Diploma, World History or Geography will satisfy either the student's third social studies credit or the student's arts and humanities or career and technical education credit but not both.

E. Physical Education

m. Exemptions

Exemptions from two (2) units in physical education may be granted under statutory citations by the following:

- a. Application presented by the student indicating reasons for an exemption due to a physical or mental condition and the request is supported by an annual written statement from a physician;
- b. Application presented by the student indicating reasons for a religious exemption and the request is supported by an annual written statement from the parent or guardian;
- c. Any student who obtains an exemption in physical education under statutory citations will be required to successfully complete commensurate elective course work to accumulate the credit necessary for graduation.

1. Waivers

A waiver for Physical Education II shall be granted under the Nevada Administrative Code (NAC) if a student actively participates in and completes an authorized school activity of one hundred- twenty (120) hours of participation. A maximum of one Physical Education II waiver may be applied toward graduation. If these programs are not offered at Legacy Academy students may complete these activities at a CCSD school.

- a. Interscholastic Athletics
- b. Drill Team
- c. Marching Band
- d. Dance Group
- e. Cheerleading Squad

II. Legacy Academy Honors Course Offerings

The Legacy Academy Honors Program is designed to challenge students to enroll in more demanding and rigorous course work and to improve advanced academic achievement of students demonstrating accelerated educational potential. Courses offered include honors, Advanced Placement (AP), and International Baccalaureate (IB).

Required Number of Honors /AP/IB Courses

A. Required Areas of Study

- | | |
|---|---|
| 1. English | 3 |
| Mathematics | 2 |
| 2. Science | 2 |
| 3. Foreign Language* (2nd year) | 1 |
| 4. Social Studies | 2 |
| 5. Optional Selected Honors/AP/IB classes | 2 |

*First year foreign language classes do not receive honors credit.

B. Weighted Grade Point Average (GPA) Calculations

1. The GPA will be calculated in the traditional manner (A=4 to F=0).
2. A weighted grade point factor of .025 will be added for successful completion of a maximum of fourteen (14) classes or twenty-eight (28) semesters of honors classes.
3. For students who enroll in grades nine-twelve, a weighted grade point factor for successful completion of honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:
 - a. Honors .025
 - b. Advanced Placement (AP) .050
 - c. International Baccalaureate (IB) .050

A maximum of fourteen (14) courses or twenty-eight (28) semesters of honors, Advanced Placement (AP), and/or International Baccalaureate (IB) courses will receive the weighted grade point factor.

4. The student who does not pursue the honors diploma may enroll in honors or Advanced Placement (AP) courses and receive the weighted grade point calculations for each semester that is successfully completed.

C. Identification of Valedictorian(s) and Salutatorian(s)

1. Valedictorian(s), student(s) with the highest grade point average (weighted GPA) in the graduating class, and Salutatorian(s), students with the second highest grade point average in the graduating class, will be identified as candidates at the end of the fall semester of their graduating year.
2. Final Valedictorian(s) and Salutatorian(s) will be determined based on the completion of all high school credit course work.

D. Legacy Academy Honors Diploma

1. Students must have completed the minimum twelve (12) honors, International Baccalaureate (IB), or Advanced Placement (AP) courses or twenty-four (24) semesters as prescribed in paragraph II.A.
2. Students must accumulate a minimum weighted GPA of 3.500.

3. Students graduating in the Class of 2012 and beyond will be eligible for an Advanced Honors Diploma. Students must have completed the minimum twelve (12) honors, International Baccalaureate (IB), or Advanced Placement (AP) courses or twenty-four (24) semesters as prescribed in paragraph II.A and have completed the Advanced Diploma Requirements as prescribed in paragraph I.C.4.

E. Honors Designation

A committee selected by the Director of School, will serve as the reviewing and recommending body regarding future course selection for honors designation.

III. High School Graduation - Special Education

An Individual Education Plan (IEP) for each special education student must be developed and reviewed annually. The appropriate course of study leading to program completion will be determined by the IEP Committee. It is recommended that this decision be made at the ninth grade level with parent approval and be reviewed annually at an IEP meeting.

A. Requirements for special education students who enter the ninth grade after July 1, 1999

1. A special education student may earn a standard high school diploma by meeting the requirements stated in Section I.
 - a. Upon successful completion of the Nevada Proficiency Examination with modification in administration as needed.
2. A special education student may earn an adjusted high school diploma:
 - a. Upon completion of twenty-two and one-half (22 1/2) units in regular and/or adjusted course work including the use of computers. The IEP Committee may elect to exempt the required areas of study and prescribe an appropriate curriculum.
3. A special education student may receive a certificate of attendance at age 22 or before upon successfully completing all the requirements for graduation from high school but who has not passed one or more portions of the Nevada High School Proficiency Examination.

These Programs will provide the following for students:

1. Opens Doors to Post-Secondary Education and Workforce Opportunities
2. Meets Nevada System of Higher Education University Admissions Grade Point Average (GPA) and Core Curriculum

Requirements including:

- o GPA (weighted or un-weighted) **in the core curriculum**

- NSHE Approved Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units) •
- Prepares Students for the Millennium Scholarship GPA and Core

3. Curriculum Requirements including:

- 3.25 **cumulative** GPA (weighted or un-weighted) **and the Core Curriculum**
- NSHE Approved Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)

Review: Diploma Options

• **Honors Diploma - 22 1/2 Credits**

If a student completes all of the Clark County School District and State of Nevada requirements, satisfies the twelve-credit minimum for Honors course work, accumulates a minimum weighted 3.50 Grade Point Average, and passes the proficiency tests, he/she will receive an Honors Diploma.

The Honors Diploma identifies credits to be earned in accelerated course work. This course work and expectations far exceed those in average classes.

• **Advanced Diploma - 24 Credits**

A student may earn an Advanced Diploma by completing all of the Clark County School District and State of Nevada requirements, maintaining a 3.0 unweighted GPA, and passing the proficiency tests.

• **Standard Diploma - 22 1/2 Credits**

If a student completes all of the Clark County School District and State of Nevada requirements and passes the proficiency tests, he/she will receive a Standard Diploma.

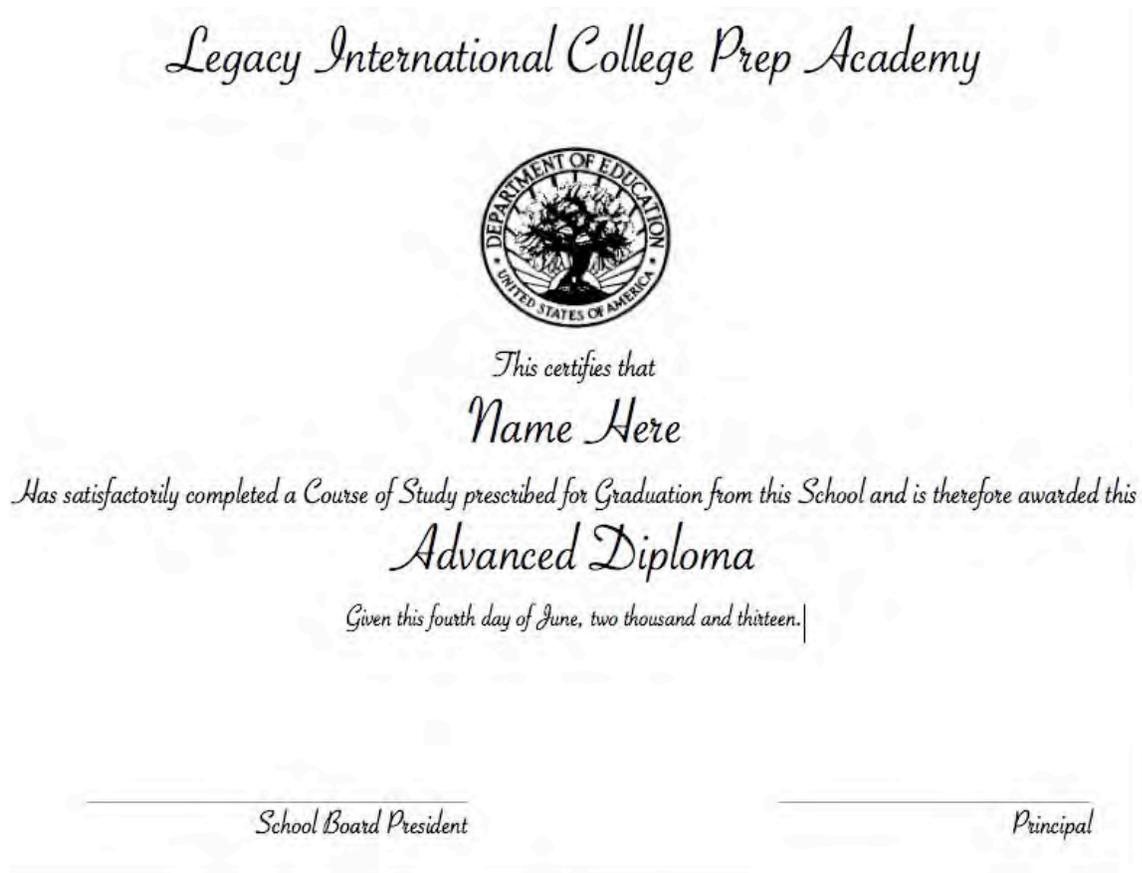
• **Certificate of Attendance**

The Certificate of Attendance is given to those students who meet all course requirements for graduation but do not pass one or more of the proficiency tests. If a student chooses to accept the Certificate of Attendance and walk with his/her class at graduation, he/she may still challenge the exam at a later time. The Certificate of Attendance may be exchanged for a diploma upon passing all of the proficiency tests.

Attachment A.3.8 Legacy Academy Diploma

- 1. Standard Diploma
- 2. Advanced Diploma
- 3. Advanced Honors Diploma

Example:



Attachment A.3.8 LICPA Academy Diploma

1. Standard Diploma

Legacy International College Prep Academy



This certifies that

Name Here

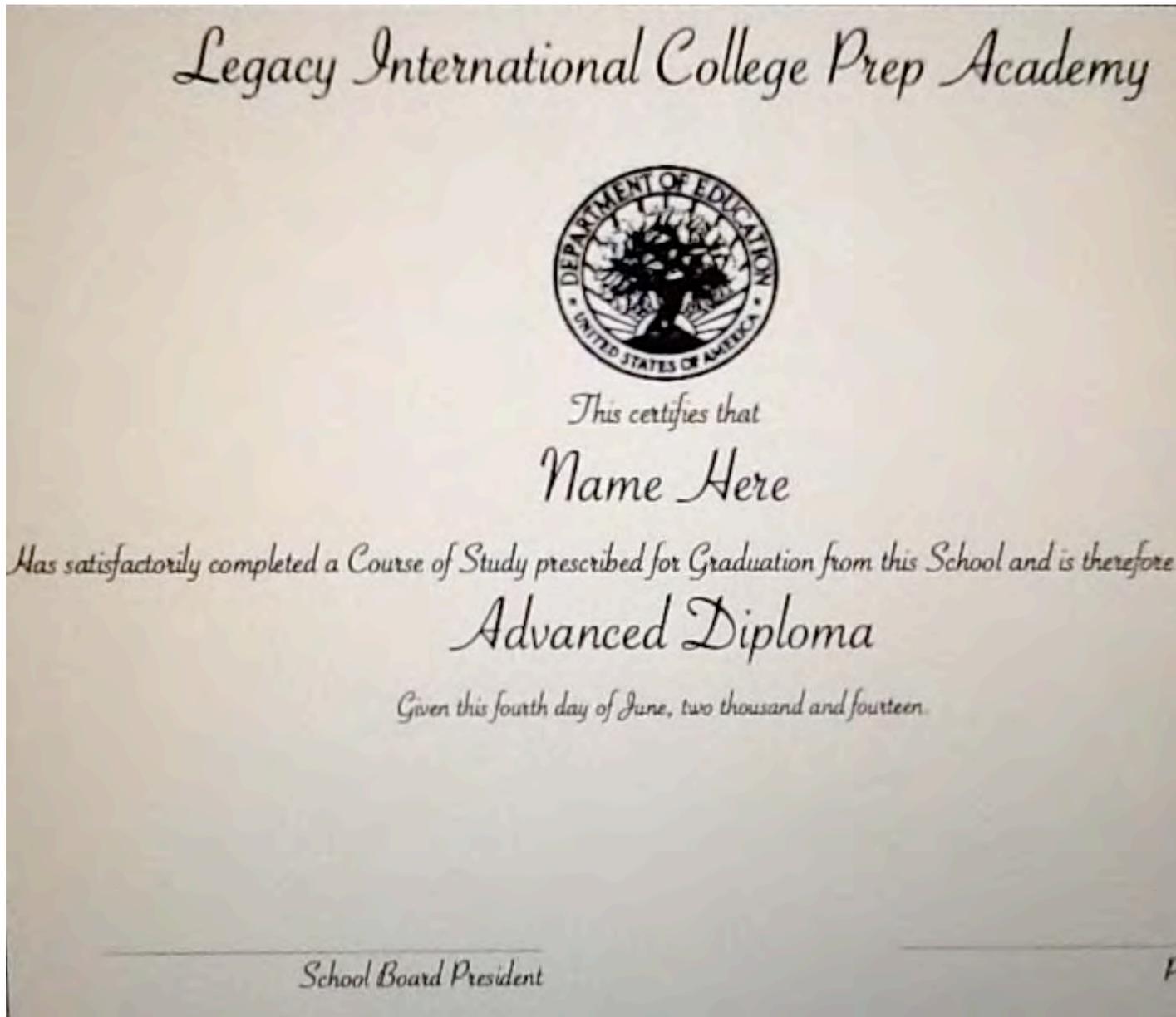
Has satisfactorily completed a Course of Study prescribed for Graduation from this School and is therefore

Diploma

Given this fourth day of June, two thousand and fourteen.

School Board President

2. Advanced Diploma



3. Advanced Honors
Diploma

Legacy International College Prep Academy



This certifies that

Name Here

Has satisfactorily completed a Course of Study prescribed for Graduation from this School and is therefore

Advanced Honors

Diploma

Given this fourth day of June, two thousand and fourteen.

School Board President

A_3_9 LICPA Sample Transcript

**SAMPLE Legacy International College Prep Academy
OFFICIAL HIGH SCHOOL TRANSCRIPT**

| STUDENT INFORMATION | SCHOOL INFORMATION |
|---|--|
| FULL NAME: ADDRESS: PHONE NUMBER: EMAIL ADDRESS: DATE OF BIRTH: PARENT/GUARDIAN: | NAME: ADDRESS: PHONE NUMBER: EMAIL ADDRESS: |

ACADEMIC RECORD

| SCHOOL YEAR: | GRADE LEVEL: 8 th | Credit Attempted | Credit Earned | Final Grade | SCHOOL YEAR: | GRADE LEVEL: 9 th | Credit Attempted | Credit Earned | Final Grade |
|------------------------|------------------------------|------------------------|---------------|-------------|---------------------------|------------------------------|------------------------|---------------|-------------|
| <i>Course Title</i> | | | | | <i>Course Title</i> | | | | |
| Language Arts | | | | | Ancient Literature* | | | | |
| Geometry | | | | | Algebra I | | | | |
| Science | | | | | Physical Science 2 w/labs | | | | |
| History | | | | | History* | | | | |
| Literature | | | | | Composition/Speech* | | | | |
| Government | | | | | Music/Arts/Humanities* | | | | |
| Music/Art Appreciation | | | | | Theology* | | | | |
| Total Credits: | GPA: | Cumulative GPA: | | | Total Credits: | GPA: | Cumulative GPA: | | |

| SCHOOL YEAR: | GRADE LEVEL: 10 th | Credit Attempted | Credit Earned | Final Grade | EXTRA CURRICULAR ACTIVITIES |
|---------------------------|-------------------------------|------------------------|---------------|-------------|-----------------------------|
| <i>Course Title</i> | | | | | <i>Activity:</i> |
| Medieval Literature* | | | | | |
| Algebra II | | | | | |
| Government/Politics* | | | | | |
| Biology w/ labs | | | | | |
| World & American History* | | | | | |
| Speech/Debate* | | | | | |
| Philosophy/Theology* | | | | | |
| Sports Track | | | | | |
| Music/Arts/Humanities* | | | | | |
| Total Credits: | GPA: | Cumulative GPA: | | | |

| ACADEMIC SUMMARY | GRADING SCALE | NOTES |
|--------------------|----------------|-------|
| Cumulative GPA: | 90 – 100 = A | |
| Credits Attempted: | 80 – 89 = B | |
| Credits Earned: | 70 – 79 = C | |
| Diploma Earned: no | 60 – 69 = D | |
| Graduation Date: | 59 – below = F | |

I do hereby certify and affirm that this is the official transcript and record of _____ in the academic studies of 2006 – 09.
 Signature: _____
 Title: Principal Date: _____

Attachment A.3.11 List of Text Books by Course and Grade Level

LICPA will use the electronically integrated textbooks which are fully embedded in the approved course curriculum (correlated to the curriculum alignment chart) utilized by the Nevada approved online curriculum we adopt for the school curriculum. For instance, the Connections Education Approved Course List http://www.doe.nv.gov/Technology/ConnectionsEdApproved_Course_List.pdf. See Appendix A.3.3 Nevada Standards Alignment Chart

Attachment A.4.1 LICPA Assessment Plan

The assessment plan must comply with

LICPA Assessment plan will comply with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.048-.083; Align with the school's mission, vision, and goals; Include a comprehensive assessment plan that clearly identifies the assessment(s) by grade level and a timetable as to when the assessment(s) is administered. The assessment plan must comply with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.048 - .083 (see Attachment A.4.1 LICPA Assessment Plan).

- Comprehensive assessment plan that clearly identifies the assessment(s) by grade level and a timetable as to when the assessment(s) is administered. The assessment plan must comply with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.049-.083.

It is the intent of both LICPA to gather and report data that is accurate, meaningful, and professionally sound. The purpose of the LICPA assessment program is to identify individual student needs and appropriate curriculum or instructional modifications, based upon the skills and concepts tested. LICPA is focused on the effective implementation of timely assessments in order to accurately assess where each student is at and to make adjustments in the curriculum to meet each child's individual learning needs. LICPA will comply with the NV Department of Education (NDE) requirement that all public school students to take the State Analytical Writing Assessment (5th grade) and Criterion Referenced Tests (CRTs) in reading and mathematics (3rd, 4th, 5th, and 6th grade).

Assessments (all state and any school level high stakes assessments) are conducted in proctored setting by certificated teachers.

LICPA 's quarterly assessments, data reports, student progress reports and semester student progress reports serve a powerful pre-emptive and corrective function. It informs teachers, parents and students how well students are doing relative to year-end goals (state content standards) — while there is still time to address

problems. But teachers also report on student progress a minimum of every three weeks. To complete these, teachers stop and ask: “Are students learning what we want them to learn?”

Sample Nevada Proficiency Exam Calendar for the 2011-2012 School Year (Latest Available).

Legacy Academic Assessment Instruments Appendix

Guidelines and samples for the State Criterion Referenced Tests, the State Testing Calendar, and the Coordinator / Administrator Manuals for grades 3-8 are located at http://nde.doe.nv.gov/Assessment_CRT.htm

Guidelines and samples for the State Nevada High School Proficiency Examination, the State Testing Calendar, and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_HSPE.htm

Guidelines and samples for the National Assessment of Educational Progress (NAEP) and the Coordinator / Administrator Manuals are located at

http://nde.doe.nv.gov/Assessment_NAEP.htm

Guidelines and samples for the State Nevada High School Proficiency Examination, the State Testing Calendar, and the Coordinator / Administrator Manuals are located at

Guidelines and samples for the English Language Proficiency Assessment (ELPA) and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_ELPA.htm

Guidelines and samples for the Nevada Alternate Assessment (NAA) and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_NAA.htm

Guidelines and samples for the Writing Assessment and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_WA.htm

Guidelines and samples for the Norm Referenced Testing (NRT) and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_NRT.htm

(continued below)

Nevada Proficiency Examination Program Calendar for the 2011-2012 School Year

All Nevada public schools are required to administer the Criterion-Referenced Test (CRT), the Fifth and Eighth Grade Writing Assessments, the High School Proficiency Examination (HSPE), the Nevada Alternate Assessment (NAA), and the English Language Proficiency Assessment (ELPA) to grade/subgroup-appropriate enrolled students; and if selected, the National Assessment of Educational Progress (NAEP).

| Assessment | Grade(s) | Dates/Windows | | | |
|--------------------------------------|--------------------------------------|--|------------|-----------------|-------------|
| CRT | 3 – 8 | 150 th Day of Instruction +/- 10 Days, or by May 31 (whichever is earlier) ¹ | | | |
| Writing | 5 | Jan. 17 – Feb. 17; online administration | | | |
| | 8 | Jan. 30 – Feb. 28; online administration | | | |
| HSPE Math, Reading and Science | 10 | | Mar. 5 – 9 | | |
| | 11 | Oct. 31 – Nov. 4 | Mar. 5 – 9 | | |
| | 12 and Adult | Oct. 31 – Nov. 4 | Mar. 5 – 9 | Apr. 30 – May 2 | July 9 – 13 |
| | 12 | The Alternative to the HSPE in Science must be submitted to NDE by Mar. 23 | | | |
| HSPE Writing | 11 | Nov. 2 | Mar. 7 | | |
| | 12 and Adult | Nov. 2 | Mar. 7 | May 2 | July 11 |
| | 12 | The Alternative to the HSPE in Writing must be submitted to NDE by Mar. 23 | | | |
| NAA | 3 – 8 and 11 | Feb. 1 – Apr. 30 | | | |
| ELPA | K-12 English Language Learners | Oct. 24 – Dec. 16; except Clark County School District ² | | | |
| NAEP | | No Nevada school will be selected for participation this year | | | |

¹ The CRT window is necessary to meet reporting deadlines for the annual determination of Adequate Yearly Progress (AYP) as required by NRS 385.3762. The May 31 deadline applies to those schools with year-round track schedules, and assumes that the vast majority of schools will have completed testing by the end of April or first part of May.

² The ELPA windows for the Clark County School District are as follows: Phase 1 and 4, Oct. 24 – Dec. 16; Phase 2, Oct. 24 – Jan. 13; and Phase 3, Dec. 5 – Feb. 17.

National Test Schedule 2011-2012

Sample LEP Testing Program for the School Year (2004-2007)

**Limited English Proficient (LEP) Student Testing Program
School Year 2006–2007**

As required by the No Child Left Behind Act of 2001, all students who are identified as “**Limited English Proficient**” must be assessed **annually** for English proficiency in the five domains of speaking, listening, reading, writing, and comprehension. This language assessment does not replace the State English Language Arts Criterion-Referenced Tests (CRT) or the Norm-Referenced Tests (NRT) as required by state law. All LEP students must **participate** in the state assessments as well as the assessment of English Language proficiency.

LIMITED ENGLISH PROFICIENT– The term “limited English proficient,” when used with respect to an individual, means an individual:

- n. who is aged 3 through 21;
 - o. who is enrolled or preparing to enroll in an elementary school or secondary school;
 - p. whose native language is a language other than English;
 - q. who is a Native American or Alaskan Native, or a native resident of the outlying areas;
 - r. who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - s. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**
 - t. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.
-

Annual Assessments for LEP Testing 2006–2007

- 2. **Initial Placement Procedure:** Used to determine if a child is limited English proficient, where the student should be placed and what services can be provided to assure the student’s academic success.
 - c. Students tested: All new students entering school with a home language other than English must be tested for English language proficiency.
 - d. Test used: Districts will continue to use the *Pre-LAS* and *LAS* for initial placement only.
 - e. Testing dates: Federal regulations require initial-placement testing, within 30 days of the start of the school year or within two weeks after enrollment if a student enters during the school year.
- 3. **English Language Proficiency Assessment:** Is used to measure a student’s growth or progress in English proficiency. It is the official measure of an LEP student’s English language proficiency and is used as a principal determinate in achieving Annual Measurable Achievement Objectives (AMAO).
 - j. Students tested: All students classified as LEP must be tested.
 - k. Test used: English Language Proficiency Assessment (ELPA [LAS-Links]).
 - l. Testing dates: ELPA testing must be completed by February 28, 2007.

Questions concerning ELPA testing may be directed to the Title III Education consultant at (775) 687-9257.

2013-2014 Legacy International College Prep Academy Calendar

Legacy Prep will follow the Clark County School District Calendar. The following is the proposed calendar.

Monday, July 1

Twelve-Month Administrators, Support Staff
Begin Work Year

Thursday, July 4

Independence Day (No School)

Thursday, August 1

Eleven-Month Administrators, Support Staff

Monday, August 13

Ten-Month Administrators and Support Staff Begin Work Year

Wednesday, August 15

New Licensed Employees Begin Work Year

Wednesday, August 21

All Other Licensed Employees Begin Work Year
Teacher and Staff Inservice

Thursday, August 22

Nine-Month Support Staff Employees Begin Work Year
Teacher and Staff Inservice

Friday, August 23

Nine-Month Support Staff Employees Begin Work Year
Teacher and Staff Inservice

Monday, August 26

Classes Begin

Monday, September 2

Labor Day (No School)

Thursday, October 24

End of First Grading Period (43 days)

Friday, October 25

Nevada Day Observed (No School)

Monday, November 11

Veterans Day Observed (No School)

Thurs-Fri, November 21, 22

Thanksgiving Day and Family Day (No School)

Friday, December 20

Winter Break Begins – End of Day

No School December 23 – January 6

Winter Break for Non-Assigned Support Staff

Mon-Tues, December 24, 25

Winter Break – Two-Day Holiday for Administrators, Support Staff, and

2014

Tuesday, January 1

New Year's Day – Holiday for Administrators, Support Staff, and

Monday, January 6

Classes Resume

Non-Assigned Support Staff Return from Winter Break

Friday, January 17

End of Second Grading Period (47 days)

End of First Semester (90 days)

Monday, January 20

Martin Luther King, Jr. Day Observed (No School)

Tuesday, January 21

Second Semester Begins

Monday, February 17

Presidents' Day Observed (No School)

Friday, March 21

End of Third Grading Period (43 days)

Friday, March 21

Spring Break Begins – End of Day

No School March 24 – March 28

Spring Break for Non-Assigned Support Staff

Friday, March 28

Spring Break Holiday for Administrators, Support Staff, and

Monday, March 31

Classes Resume

Non-Assigned Support Staff Return from Spring Break

Monday, May 26

Memorial Day (No School)

Wednesday, June 4

End of Fourth Grading Period (47 days)

End of Second Semester (90 days)

End of School Year (180 days)

Nine-Month Support Staff Employees End Work Year

Thursday, June 5

Licensed Employees End Work Year

June 5, 6, 9 Thurs, Fri, Mon

Contingency Days (if needed)

Wednesday, June 11

Ten-Month Administrators and Support Staff End Work Year

Friday, June 27

Eleven and Twelve-Month Administrators, Support Staff, and

Holidays in Bold

of WORK DAYS

Returning Licensed Employees 184 days 10-Month Administrators & Support Staff

206 days

New Licensed Employees 189 days 11-Month Administrators & Support Staff

226 days

9-Month Support Staff

182 days

12-Month Administrators & Support Staff

247 days

* Subject to change.

Attachment A.5.3 LICPA Alternative Schedule

Legacy Academy Alternative Daily Schedule

Our face-to-face instruction classes will be from 11:00 to 5:00 Monday and Friday and from 11:00 to 3:00 on Tuesday, Wednesday and Thursday.

11:30 to 11:45 – Each day begins with a School (or separate class meetings depending on class size) Meeting during lunch time. During this time students and teachers discuss issues, questions, or current events. Students fill-out daily academic plan (lessons they will complete that day). Teachers go over upcoming academic and school events including, upcoming major assignments, field trips, guest speakers, extra-curricular events, etc.)

Parents are welcome to participate in the meetings and have lunch with the students and teachers.

12:00 – 3:00 or 4:00 Depending on Student Program, on Tuesday, Wednesday and Thursday. Students are in appropriate classroom(s) and learning activity (varies by student).

Students work on online courses and can move to appropriate classroom for labs, reading room, one-on-one instruction, small group instruction, or large group discussion.

Students clean area before turning in Daily Academic Plan to their teacher.

Students turn in Daily Academic Plan, teacher reviews and signs. Teacher discusses the completed work and as appropriate receives a Ticket out the Door.

12:00 to 5:00 Students are in appropriate classroom and learning activity (varies by student) Students.

Students work on online courses and can move to appropriate classroom for labs, reading room, one-on-one instruction, small group instruction, or large group discussion.

Students clean area before leaving.

Students turn in Daily Academic Plan, teacher reviews and signs. Teacher discusses the completed work and as appropriate, receives a Ticket out the Door.

On Fridays, students are given their Weekly Progress Reports indicating assignments completed and remaining assignments in each class. Teachers discuss Progress Reports and makes recommendation to each student for weekend and next week's work.

The Legacy Academy is a primarily online school with a face-to-face component. Our school calendar will follow the CCSD school schedule and accommodate the online school curriculum to our schedule. Students will be in the face-to-face classes nineteen hours per week. Due to performance schedules, the face-to-face hours are flexible. Attendance will based on the standards of the Distance Education program –completed course work and face-to-face class-time. The Legacy Academy exists in part to fill the need of high performance athletes and performers for a flexible, yet rigorous academic program.

The Face-to-Face Class Time: Legacy Academy students are in face-to-face classes 19 hours per-week. Other times, students are completing assignments online.

In-class, learning is individualized. Students work at their own pace with instructional support from teachers and tutors. Teachers create impromptu one-on-one, small and whole group lessons, guest lectures and activities as needed. Since LICPA is a blended school, the daily schedule begins after lunch and students may take three ten minute breaks at their own discretion, or when necessary and with teacher approval.

Attachment A_6_3 Discipline Policy - Code of Conduct

The LICPA Code of Conduct focuses on positive attitudes and behavior and strives to encourage all students, LICPA personnel and visitors to help create and support a positive environment for all students. LICPA expects teachers and all LICPA personnel to model appropriate attitudes as well as support and reward appropriate attitudes and behavior. LICPA strives to establish a positive nurturing environment where students and LICPA personnel support and help each other be the best they can be. The LICPA Code of Conduct will comply with all state regulations including, NRS 392.465(5) and NRS 392.467(5).

Teachers will discuss with students at morning meetings clear expectations of appropriate student conduct and any incidences of inappropriate conduct. Students who exhibit leadership potential, appropriate standards of conduct, and good interpersonal skills will be selected and trained as LICPA Student Ambassadors for the school. Student Ambassadors will provide school tours for all visitors to the school.

STUDENT CODE OF CONDUCT

This is a sample Code of Conduct. The Official Code of Conduct will be approved by the Board of Directors. The basis of the LICPA Code of Conduct will be create a positive and supportive environment for all students, LICPA personnel, parents and visitors to the school. Specifically,

The Student Is Responsible For:

1. Behaving in a manner that does not interfere with the rights of others.
2. Abiding by expectations, guidelines, rules and regulations established by the school.
3. Attending school daily on time.

The Parent Is Responsible For:

1. Setting an example of respecting the worth of other persons.
2. Reading and reviewing school expectations, guidelines, rules and regulations with family members.
3. Cooperating with school officials when discipline is necessary.
4. Seeking from school and community agencies help in correcting a student's misbehavior.
5. Informing school officials of concerns relative to student behavior.
6. Making sure the student attends school daily on time.

The Teacher is Responsible For:

1. Treating each child with dignity and respect.
2. Consistently teaching school expectations, guidelines, rules and regulations.
3. Reviewing with students - school expectations, guidelines, rules and regulations.
4. Establishing an atmosphere of appropriate behavior in the classroom.
5. Communicating with students and parents if student behavior is not appropriate.
6. Reporting promptly to appropriate school personnel continuing student misbehavior and reporting immediately any misbehavior that will or may result in expulsion or suspension.

The Head of School Is Responsible For:

1. Establishing school expectations, guidelines, rules and regulations in concert with school district policy and procedures.
2. Communicating to parents, staff, and students school expectations, guidelines, rules and regulations.
3. Enforcing consistently school expectations, guidelines, rules and regulations.
4. Communicating to parents, in concert with the teacher, student behavior problems.
5. Assisting teachers and parents to resolve student behavior problems.
6. Reporting any suspected child abuse or neglect situation in accordance with State Law.

The School Board Is Responsible For:

1. Establishing school district policy relative to student behavior and discipline.

EXPECTATIONS FOR STUDENT BEHAVIOR

In order to create an environment for positive student development and achievement, which enhances learning and leads to success in school, we have established a number of “Expectations for Student Behavior.” These expectations may be divided into two (2) categories- those that apply to academic endeavor and those that apply to student behavior. Compliance with these expectations will foster positive and productive behavior. Failure to comply with these expectations may result in disciplinary action being taken against the student.

DEMONSTRATE RESPECT FOR PEOPLE AND PROPERTY

- Students are honest, courteous, and polite.
- Students respond courteously to instructions and/or requests from staff members.
- Students respect school property and the property of others.
- Students accept the rights of others to their opinions.
- Students settle differences peacefully.
- Students use appropriate language at all times.
- Students display good sportsmanship at school-related functions.
- Students participate in the maintenance and cleanliness of school facilities and property.

TAKE RESPONSIBILITY FOR THEIR OWN BEHAVIOR AND LEARNING

- Students come to school prepared to learn.
- Students recognize that school work and academic development is the primary purpose.
- Students complete all homework, class work, projects, and exams.
- Students make personal choices base on reasonable decision-making processes.
- Students accept constructive feedback and disagreement when necessary and appropriate.
- Students comply with all school rules.
- Students accept the consequences of their actions.

USE TIME AND OTHER RESOURCES RESPONSIBLY

- Students attend school regularly and punctually.
- Students attend all classes regularly and punctually.
- Students use books and other equipment appropriately.

SHARE RESPONSIBILITIES WHEN WORKING AS A MEMBER OF A GROUP

- Students cooperate, contribute, and share the work of the group.
- Students accept and assume leadership when appropriate.
- Students listen to the points of view of others.

MEET THE UNIQUE REQUIREMENTS OF EACH CLASS

- Students participate actively in class work.
- Students follow class rules and procedures.
- Students bring to class textbooks, clothing, and other materials necessary for participation.
- Students observe rules for safe handling of class equipment and materials.

Failure to comply with the expectations set forth by the administration of Legacy Academy will result in disciplinary action being taken against the student.

BULLYING POLICY

LICPA will not tolerate bullying. This Policy will be reviewed with students and posted where all can see it.

Bullying is: An intentional electronic, written, verbal or physical act or a series of acts that are:

1. directed at another student;
2. which occurs in a school setting.
3. that is severe, persistent or pervasive; and
4. that has the effect of doing any of the following:
 - a. substantially interfering with a student's education;
 - b. creating a threatening environment; or

c. substantially disrupting the orderly operation of the school; and

5. "School setting" shall mean in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised, or sanctioned by the school.

All instances of Bullying, by students, will immediately be reported to the Head of School who will investigate the allegation. If the allegation has merit, the Head of School will meet with the student(s) to discuss and go over the code of conduct. If necessary, a parent meeting will be arranged. A student who is guilty of continued Bullying may be suspended for a period no less than three (3) days. A student who is subsequently, within the same school year, found to be guilty of Bullying may, at the discretion of the HEAD OF SCHOOL, be suspended or expelled.

Attachment A.6.4 LICPA Truancy Policy

LICPA Truancy Policy: The LICPA Truancy Policy will conform to all statutory requirements including NAC 386.180(5) NRS 392.465(5) NRS 392.467(5) NRS 392.040-392.122 and NRS 386.585 The LICPA Attendance and Truancy policies are intended to encourage students to attend school every day and was developed over time with the input of parents and students.

Attendance Policy: The LICPA attendance policy states that students who exceed ten (10) unapproved absences in any course or semester *may* not earn credit for that course. The students *may* be retained in the current grade or be referred to an alternative education program.

It is the policy of LICPA to 1) encourage maximum attendance on the part of students; and 2) require absent students to explain their absences.

Approved Absences

A student is physically or mentally unable to attend school due to a medical appointment or illness;

The written approval of the Head of School has been given upon the request of the parent within three (3) days of the student's return from the absence;

The approval of the Head of School has been given for an unavoidable absence due to an emergency or an approved high performance event related to the student's choice of LICPA as their school of choice; (Ex. High Performance Tennis, Baseball, Performance).

Absences have been prearranged, upon the prior written request of a parent or legal guardian; all prearranged absences (ten or fewer) will be approved;

The student is absent due to a required court appearance or a required religious holiday.

Unapproved Absences

Not approved in writing in advance;

Not due to the physical or mental inability of the student to attend school;

Parent/guardian failed to notify the school in writing of the student's inability to attend school within three days of the occurrence;

Prearranged absences over ten.

Student leaves campus without a passport.

Prearranged Absences

LICPA will support all students attending high performance activities related to their enrollment in LICPA. During the time a student is absent due to a high performance activity, students must log-in to their online curriculum at least once during their absence or a minimum of every other week day.

Must be requested in advance in writing; Each student must submit a tournament or performance schedule which includes requested absences within the first week of each semester.

Forms available in school office;

After ten prearranged absences, the absences will be counted as unapproved and will count toward loss of credit unless approved by the Head of School.

Absence Notes

For an absence to be approved, students must bring a note or (or email) to the attendance office within three days of the last absence unless there was a pre-arranged and approved absence. This note must contain:

| | |
|--|--|
| | A) full name of the student; |
| | B) student's grade and student number; |
| | C) date(s) of the illness; |

| | |
|--|--|
| | <p>D) specific illness (i.e., flu, measles);</p> <p>F) full name of the parent (printed and signed);</p> <p>G) telephone number and email of parent.</p> |
|--|--|

LICPA personnel will discuss and absences with parents during parent teacher conferences.

Loss of Credit Appeals

If a student has exceeded ten (10) unapproved absences in a class, that student will lose credit in the class. Parents have three days after receipt of the loss of credit letter to request an appeal if they believe that there is an error in the attendance record or that an extenuating circumstance exists. Appeals can be scheduled with the Head of School.

Questions about an Attendance Record

If you have questions about your student's attendance record, please contact the teacher or the Head of School as soon as you become aware of the problem.

Tardy Policy

Tardiness is a major disruption to instruction. Teachers and students who are engaged in the daily lesson are hindered by those students who interrupt the classroom by arriving late.

The policy incorporates the ideals of progressive discipline, beginning with minor consequences with consequences growing in severity with each additional tardy.

The policy incorporates the ideals of progressive discipline, beginning in the classroom and progressing to the Head of School.

Upon entering school or a classroom tardy, students will go directly to their classroom where progressive discipline begins.

Disciplinary action will be progressive:

| | |
|-----------|----------------|
| 1st Tardy | Verbal Warning |
|-----------|----------------|

| | |
|-----------|----------------------------|
| 2nd Tardy | Verbal Warning |
| 3rd Tardy | Verbal Warning |
| 4th Tardy | Parent Signature |
| 5th Tardy | Phone call from teacher |
| 6th Tardy | Required Parent Conference |
| 7th Tardy | Progressive Discipline |

Additional tardiness will result in disciplinary action deemed appropriate by the Head of School.

LICPA Truancy Policy: The LICPA Truancy Policy will conform to all state regulations including, NRS 392.130, NRS 392.144 , NRS 392.146, NRS 392.147, NRS 392.149, NRS 392.150, NRS 392.160, NAC 386.180(5) NRS 392.465(5) NRS 392.467(5) NRS 392.040-392.122 and NRS 386.585.

1. Conditions under which pupil deemed truant; approval required for absence; notice of unapproved absence to parent; applicability. NRS 392.130

1. Within the meaning of this chapter, a pupil shall be deemed a truant who is absent from school without the written approval of the pupil’s teacher or the principal of the school, unless the pupil is physically or mentally unable to attend school. The teacher or principal shall give his or her written approval for a pupil to be absent if an emergency exists or upon the request of a parent or legal guardian of the pupil. Before a pupil may attend or otherwise participate in school activities outside the classroom during regular classroom hours, the pupil must receive the approval of the teacher or principal.

2. An unapproved absence for at least one period, or the equivalent of one period for the school, of a school day may be deemed a truancy for the purposes of this section.

3. If a pupil is physically or mentally unable to attend school, the parent or legal guardian or other person having control or charge of the pupil shall notify the teacher or principal of the school orally or in writing, in accordance with the policy established by the board of trustees of the school district, within 3 days after the pupil returns to school.

4. An absence which has not been approved pursuant to subsection 1 or 3 shall be deemed an unapproved absence. In the event of an unapproved absence, the teacher, attendance officer or other school official shall deliver or cause to be delivered a written notice of truancy to the parent, legal guardian or other

person having control or charge of the child. The written notice must be delivered to the parent, legal guardian or other person who has control of the child. The written notice must inform the parents or legal guardian of such absences in a form specified by the Department.

5. The provisions of this section apply to all pupils who are required to attend school pursuant to NRS 392.040.

6. As used in this section, “physically or mentally unable to attend” does not include a physical or mental condition for which a pupil is excused pursuant to NRS 392.050.

[372:32:1956]—(NRS A 1985, 2168; 1987, 158; 1997, 2835; 1999, 3456; 2007, 1082, 2181)

NRS 392.140 Conditions under which pupil declared habitual truant; applicability.

1. Any child who has been declared a truant three or more times within one school year must be declared a habitual truant.

2. Any child who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without the written:

(a) Approval of the child’s teacher or the principal of the school pursuant to subsection 1 of NRS 392.130; or

(b) Notice of his or her parent or legal guardian or other person who has control or charge over the pupil pursuant to subsection 3 of NRS 392.130,

Ê may again be declared a habitual truant.

3. The provisions of this section apply to all pupils who are required to attend school pursuant to NRS 392.040. [373:32:1956]—(NRS A 1997, 2836; 1999, 3457; 2007, 1083, 2182)

2. Duties of school if pupil is truant; reporting of habitual truant to law enforcement or referral to advisory board. NRS 392.144

1. If a pupil has one or more unapproved absences from school, the school in which the pupil is enrolled shall take reasonable actions designed, as applicable, to encourage, enable or convince the pupil to attend school.

2. If a pupil is a habitual truant pursuant to NRS 392.140, the principal of the school shall:

(a) Report the pupil to a school police officer or to the local law enforcement agency for investigation and issuance of a citation, if warranted, in accordance with NRS 392.149; or

(b) If the parent or legal guardian of a pupil has signed a written consent pursuant to subsection 4, submit a written referral of the pupil to the advisory board to review school attendance in the county in accordance with NRS 392.146.

3. The board of trustees of each school district shall adopt criteria to determine whether the principal of a school shall report a pupil to a school police officer or law enforcement agency pursuant to paragraph (a) of subsection 2 or refer a pupil to an advisory board to review school attendance pursuant to paragraph (b) of subsection 2.

4. If the principal of a school makes an initial determination to submit a written referral of a pupil to the advisory board to review school attendance, the principal shall notify the parent or legal guardian of the pupil and request the parent or legal guardian to sign a written consent that authorizes the school and, if applicable, the school district to release the records of the pupil to the advisory board to the extent that such release is necessary for the advisory board to carry out its duties pursuant to NRS 392.146 and 392.147. The written consent must comply with the applicable requirements of 20 U.S.C. § 1232g(b) and 34 C.F.R. Part 99. If the parent or legal guardian refuses to sign the consent, the principal shall report the pupil to a school police officer or to a local law enforcement agency pursuant to paragraph (a) of subsection 2. (Added to NRS by 1999, 3452)

3. Contents of written referral to advisory board; notice to parents or guardian. NRS 392.146 A written referral of a pupil to an advisory board to review school attendance must include the dates on which the pupil was truant from school and all action taken by the school to assist the pupil to attend school. The advisory board may request clarification of any information contained in the written referral or any additional information that the advisory board considers necessary. The school shall provide written notice of the referral to the parents or legal guardian of the pupil. The written notice must include, without limitation:

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

(Added to NRS by 1999, 3452)

4. Hearing by advisory board; written agreement for participation of pupil in certain programs; reporting of pupil to law enforcement agency under certain circumstances; confidentiality of information. NRS 392.147

1. If an advisory board to review school attendance receives a written referral of a pupil pursuant to NRS 392.146, the advisory board shall set a date, time and place for a hearing. The pupil and the pupil's parents or legal guardian shall attend the hearing held by the advisory board. The hearing must be closed to the public.

The chair of an advisory board to review school attendance may request that subpoenas for a hearing conducted pursuant to this section be issued to:

(a) The parent or legal guardian of a pupil who has been referred to the advisory board or any other person that the advisory board considers necessary to the hearing.

(b) A pupil who has been referred to the advisory board.

2. If a pupil and the pupil's parents or legal guardian do not attend the hearing, the chair of the advisory board shall report the pupil to a school police officer or to the appropriate local law enforcement agency for investigation and issuance of a citation, if warranted in accordance with NRS 392.149.

3. If an advisory board to review school attendance determines that the status of a pupil as a habitual truant can be adequately addressed through participation by the pupil in programs and services available in the community, the advisory board shall order the pupil to participate in such programs and services. If the pupil does not agree to participate in such programs and services, the chair of the advisory board shall report the pupil to a school police officer or to the appropriate local law enforcement agency for investigation and issuance of a citation, if warranted in accordance with NRS 392.149. If the pupil agrees to participate in such programs and services, the advisory board, the pupil and the parents or legal guardian of the pupil shall enter into a written agreement that:

(a) Sets forth the findings of the advisory board;

(b) Sets forth the terms and conditions of the pupil's participation in the programs and services designated by the advisory board; and

(c) Adequately informs the pupil and the pupil's parents or legal guardian that if the pupil or his or her parents or legal guardian do not comply with the terms of the written agreement, the chair of the advisory board is legally obligated to report the pupil to a school police officer or to the appropriate local law enforcement agency for investigation and issuance of a citation, if warranted in accordance with NRS 392.149.

Ê The parents or legal guardian of the pupil shall, upon the request of the advisory board, provide proof satisfactory to the advisory board that the pupil is participating in the programs and services set forth in the written agreement.

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

(a) The pupil and the pupil's parents or legal guardian fail to attend a hearing set by the advisory board pursuant to subsection 1;

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

(c) The pupil does not consent to participation in programs and services pursuant to subsection 3; or

(d) The pupil or the pupil's parents or legal guardian violates the terms of the written agreement entered into pursuant to subsection 3.

5. If the chair of an advisory board makes such a report to a school police officer or local law enforcement agency, the chair shall:

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

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

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

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

(Added to NRS by 1999, 3453)

5. Issuance of citation to habitual truant; applicability. NRS 392.149

1. Upon receipt of a report pursuant to NRS 392.144 or 392.147, if it appears after investigation that a pupil is a habitual truant, the school police officer or law enforcement agency to whom the report is made shall prepare manually or electronically a citation directing the pupil to appear in the proper juvenile court.

2. A copy of the citation must be delivered to the pupil and to the parent, guardian or any other person who has control or charge of the pupil by:

(a) The local law enforcement agency;

(b) A school police officer employed by the board of trustees of the school district; or

(c) An attendance officer appointed by the board of trustees of the school district.

3. The citation must be in the form prescribed for misdemeanor citations in NRS 171.1773.

4. The provisions of this section apply to all pupils who are required to attend school pursuant to NRS 392.040. (Added to NRS by 1997, 2835; A 1999, 1144, 3457; 2007, 1083, 2182)

6. Appointment of attendance officer authorized; procedures to monitor attendance and truancy; consideration of employment of attendance clerk. NRS 392.150

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

- (a) Fix the compensation of the attendance officer;
- (b) Prescribe the duties of the attendance officer; and
- (c) Adopt regulations not inconsistent with law for the performance of the duties of the attendance officer.

2. The board of trustees of each school district shall:

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

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

(c) Determine, based on the attendance and truancy of pupils at each school within the school district, whether to employ an attendance clerk for a particular school or group of schools whose primary responsibility is to monitor the attendance and truancy of pupils.

[374:32:1956]—(NRS A 1959, 595; 1973, 719; 1987, 1013; 2007, 1817)

7. Taking into custody child reported absent from school; persons or counseling agency to whom child may be delivered. NRS 392.160

1. Any peace officer, the attendance officer or any other school officer shall, during school hours, take into custody without warrant:

(a) Any child between the ages of 7 and 18 years; and

(b) Any child who has arrived at the age of 6 years but not at the age of 7 years and is enrolled in a public school,

Ê who has been reported to the officer by the teacher, superintendent of schools or other school officer as an absentee from instruction upon which the child is lawfully required to attend.

2. Except as otherwise provided in subsection 3:

(a) During school hours, the officer having custody shall forthwith deliver the child to the superintendent of schools, principal or other school officer at the child's school of attendance.

(b) After school hours, the officer having custody shall deliver the child to the parent, guardian or other person having control or charge of the child.

3. The board of trustees of a school district or the governing body of a charter school may enter into an agreement with a counseling agency to permit delivery of the child to the agency. For the purposes of this subsection, "counseling agency" means an agency designated by the school district in which the child is enrolled to provide counseling for the child and the parent, guardian or other person having control or charge of the child.

Birth Certificates and Records of Attendance; Name for Enrollment

8. Documents required for permanent enrollment; name under which child must be enrolled; notification to local law enforcement agency for failure to furnish documents. NRS 392.165

1. The board of trustees of a school district and the governing body of a charter school shall not allow a child to be permanently enrolled in any school in the district or any charter school until the parent or guardian of the child furnishes a birth certificate or other document suitable as proof of the child's identity and, if applicable, a copy of the child's records from the school the child most recently attended.

2. Except as otherwise provided in subsection 3, a child must be enrolled in a school under the child's name as it appears in the identifying document or records required by subsection 1, unless the parent or guardian furnishes a court order or decree authorizing a change of name or directing the board of trustees of the school district or the governing body of a charter school to enroll the child under a name other than the name which appears in the identifying document or records.

3. A child who is in the custody of the agency which provides child welfare services, as defined in NRS 432B.030, may be enrolled in a school under a name other than the name which appears in the identifying document or records required by subsection 1 if the court determines that to do so would be in the best interests of the child.

4. If the parent or guardian fails to furnish the identifying document or records required by subsection 1 within 30 days after the child is conditionally enrolled, the principal, superintendent or governing body of a charter school shall notify the local law enforcement agency and request a determination as to whether the child has been reported as missing.

9. Petition for court order permitting enrollment of child under name other than name appearing on birth certificate or other identifying document. NRS 392.167 A parent or guardian who has legal custody of a child may petition the appropriate district court for an order directing the board of trustees of a school district

or the governing body of a charter school to enroll that child in a public school within that district under a name other than the name which appears in the identifying document or records required by subsection 1 of NRS 392.165. Except as otherwise provided by specific statute, the court shall issue the order if it determines that to do so would be in the best interests of the child.

Enforcement and Penalties

10. Investigation of charges against parent, guardian or custodian of child; written report. NRS 392.170

Upon the written complaint of any person, the board of trustees of a school district or the governing body of a charter school shall:

1. Make a full and impartial investigation of all charges against parents, guardians or other persons having control or charge of any child who is under 18 years of age and required to attend school pursuant to NRS 392.040 for violation of any of the provisions of NRS 392.040 to 392.110, inclusive, or 392.130 to 392.160, inclusive.

2. Make and file a written report of the investigation and the findings thereof in the records of the board.

[376:32:1956]—(NRS A 1997, 1875, 2836; 1999, 490; 2007, 1084, 2183)

11. Criminal complaint by board of trustees of school district or governing body of charter school. NRS 392.180

If it appears upon investigation that any parent, guardian or other person having control or charge of any child who is under 18 years of age and required to attend school pursuant to NRS 392.040 has violated any of the provisions of NRS 392.040 to 392.110, inclusive, or 392.130 to 392.160, inclusive, the clerk of the board of trustees or the governing body of a charter school in which the child is enrolled, except as otherwise provided in NRS 392.190, shall make and file in the proper court a criminal complaint against the parent, guardian or other person, charging the violation, and shall see that the charge is prosecuted by the proper authority.

12. Criminal complaint by attendance officer. NRS 392.190 In a school district having an attendance officer, the attendance officer shall, if directed by the board of trustees, make and file the complaint provided for by NRS 392.180, and shall see that the charge is prosecuted by the proper authorities.

13. Criminal complaint by taxpayer, school administrator or school officer. NRS 392.200 Any taxpayer, school administrator, school officer or deputy school officer in the State of Nevada may make and file in the proper court a criminal complaint against a parent, guardian or other person who has control or charge of any child who is under 18 years of age and required to attend school pursuant to NRS 392.040 and who violates any of the provisions of law requiring the attendance of children in the public schools of this State.

14. enalty for failure of parent, guardian or custodian of child to prevent subsequent truancy; limitation for providers of foster care. NRS 392.210

1. Except as otherwise provided in subsection 2, a parent, guardian or other person who has control or charge of any child and to whom notice has been given of the child's truancy as provided in NRS 392.130 and 392.140, and who fails to prevent the child's subsequent truancy within that school year, is guilty of a misdemeanor.

2. A person who is licensed pursuant to NRS 424.030 to conduct a family foster home, a specialized foster home or a group foster home is liable pursuant to subsection 1 for a child in his or her foster care only if the person has received notice of the truancy of the child as provided in NRS 392.130 and 392.140, and negligently fails to prevent the subsequent truancy of the child within that school year.

[380:32:1956]—(NRS A 1967, 565; 1999, 898; 2001 Special Session, 22; 2009, 1491)

15. False statement concerning age or attendance; false birth certificate or record of attendance; refusal to furnish documents; penalty. NRS 392.215 Any parent, guardian or other person who, with intent to deceive under NRS 392.040 to 392.110, inclusive, or 392.130 to 392.165, inclusive:

1. Makes a false statement concerning the age or attendance at school;
2. Presents a false birth certificate or record of attendance at school; or
3. Refuses to furnish a suitable identifying document, record of attendance at school or proof of change of name, upon request by a local law enforcement agency conducting an investigation in response to notification pursuant to subsection 4 of NRS 392.165,

Ê of a child under 18 years of age who is under his or her control or charge, is guilty of a misdemeanor.

[371:32:1956]—(NRS A 1957, 304; 1967, 565; 1985, 2168; 1987, 213; 2007, 1085, 2184)

16. Penalty for abetting truancy; unlawful employment of child absent from school; visitation of place of employment by school officer or attendance clerk to verify compliance. NRS 392.220

1. Any person, including, without limitation, a parent or legal guardian of a child, who knowingly induces or attempts to induce any child to be absent from school unlawfully, including, without limitation, requiring the child to provide care for a sibling while school is in session, or who knowingly employs or harbors, while school is in session, any child absent unlawfully from school, is guilty of a misdemeanor.

2. The attendance officer for the school district, an attendance clerk or any other school officer is empowered to visit any place or establishment where minor children are employed to ascertain whether the

provisions of this title of NRS are complied with fully, and may demand from all employers of such children a list of children employed, with their names and ages.

[381:32:1956]—(NRS A 1967, 565; 2007, 1818)

NRS 386.585 Adoption and distribution of rules of behavior and punishments; procedure for suspension or expulsion of pupils; adoption of rules for truancy.

1. A governing body of a charter school shall adopt:

- (a) Written rules of behavior required of and prohibited for pupils attending the charter school; and
- (b) Appropriate punishments for violations of the rules.

2. Except as otherwise provided in subsection 3, if suspension or expulsion of a pupil is used as a punishment for a violation of the rules, the charter school shall ensure that, before the suspension or expulsion, the pupil has been given notice of the charges against him or her, an explanation of the evidence and an opportunity for a hearing. The provisions of chapter 241 of NRS do not apply to any hearing conducted pursuant to this section. Such a hearing must be closed to the public.

3. A pupil who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process or who is selling or distributing any controlled substance or who is found to be in possession of a dangerous weapon as provided in NRS 392.466 may be removed from the charter school immediately upon being given an explanation of the reasons for his or her removal and pending proceedings, which must be conducted as soon as practicable after removal, for suspension or expulsion of the pupil.

4. A pupil who is enrolled in a charter school and participating in a program of special education pursuant to NRS 388.520, other than a pupil who is gifted and talented or who receives early intervening services, may, in accordance with the procedural policy adopted by the governing body of the charter school for such matters, be:

(a) Suspended from the charter school pursuant to this section for not more than 10 days.

(b) Suspended from the charter school for more than 10 days or permanently expelled from school pursuant to this section only after the governing body has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq.

5. A copy of the rules of behavior, prescribed punishments and procedures to be followed in imposing punishments must be:

(a) Distributed to each pupil at the beginning of the school year and to each new pupil who enters school during the year.

(b) Available for public inspection at the charter school.

6. The governing body of a charter school may adopt rules relating to the truancy of pupils who are enrolled in the charter school if the rules are at least as restrictive as the provisions governing truancy set forth in NRS 392.130 to 392.220, inclusive. If a governing body adopts rules governing truancy, it shall include the rules in the written rules adopted by the governing body pursuant to subsection 1.

(Added to NRS by 1997, 1851; A 2009, 752)

Habitual Disciplinary Problem; Suspension and Expulsion

NRS 392.4655 Conditions under which pupil deemed habitual disciplinary problem; plan of behavior to prevent pupil from being deemed habitual disciplinary problem.

1. Except as otherwise provided in this section, a principal of a school shall deem a pupil enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in 1 school year:

(a) The pupil has threatened or extorted, or attempted to threaten or extort, another pupil or a teacher or other personnel employed by the school;

(b) The pupil has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within 1 hour of the beginning or end of a school day, on the pupil's way to or from school; or

(c) The pupil has a record of five suspensions from the school for any reason.

2. At least one teacher of a pupil who is enrolled in elementary school and at least two teachers of a pupil who is enrolled in junior high, middle school or high school may request that the principal of the school deem a pupil a habitual disciplinary problem. Upon such a request, the principal of the school shall meet with each teacher who made the request to review the pupil's record of discipline. If, after the review, the principal of the school determines that the provisions of subsection 1 do not apply to the pupil, a teacher who submitted a request pursuant to this subsection may appeal that determination to the board of trustees of the school district. Upon receipt of such a request, the board of trustees shall review the initial request and determination pursuant to the procedure established by the board of trustees for such matters.

3. If a pupil is suspended for initiating a fight described in paragraph (b) of subsection 1 and the fight is the first such fight that the pupil has initiated during that school year, or if a pupil receives one suspension on the pupil's record, the school in which the pupil is enrolled shall provide written notice to the parent or legal guardian of the pupil that contains:

(a) A description of the acts committed by the pupil and the dates on which those acts were committed;

(b) An explanation that if the pupil is suspended for initiating one additional fight or if the pupil receives five suspensions on his or her record during the current school year, the pupil will be deemed a habitual disciplinary problem;

(c) An explanation that, pursuant to subsection 3 of NRS 392.466, a pupil who is deemed a habitual disciplinary problem must be suspended or expelled from school for a period equal to at least one school semester;

(d) If the pupil has a disability and is participating in a program of special education pursuant to NRS 388.520, an explanation of the effect of subsection 6 of NRS 392.466, including, without limitation, that if it is determined in accordance with 20 U.S.C. § 1415 that the pupil's behavior is not a manifestation of the pupil's disability, he or she may be suspended or expelled from school in the same manner as a pupil without a disability; and

(e) If applicable, a summary of the provisions of subsection 4.

Ê A school shall provide the notice required by this subsection for each suspension on the record of a pupil during a school year. A school may include the notice required by this subsection with notice that is otherwise provided to the parent or legal guardian of a pupil which informs the parent or legal guardian of the act committed by the pupil.

4. If a pupil is suspended for initiating a fight described in paragraph (b) of subsection 1 and the fight is the first such fight that the pupil has initiated during that school year, or if a pupil receives four suspensions on the pupil's record within 1 school year, the school in which the pupil is enrolled may develop, in consultation with the pupil and the parent or legal guardian of the pupil, a plan of behavior for the pupil. Such a plan must be designed to prevent the pupil from being deemed a habitual disciplinary problem and may include, without limitation, a voluntary agreement by:

(a) The parent or legal guardian to attend school with his or her child.

(b) The pupil and the pupil's parent or legal guardian to attend counseling, programs or services available in the school district or community.

(c) The pupil and the pupil's parent or legal guardian that the pupil will attend summer school, intersession school or school on Saturday, if any of those alternatives are offered by the school district.

Ê If the pupil commits the same act for which notice was provided pursuant to subsection 3 after he or she enters into a plan of behavior, the pupil shall be deemed a habitual disciplinary problem.

5. If a pupil commits an act the commission of which qualifies the pupil to be deemed a habitual disciplinary problem pursuant to subsection 1, the school shall provide written notice to the parent or legal guardian of the pupil that contains:

(a) A description of the qualifying act and any previous such acts committed by the pupil and the dates on which those acts were committed;

(b) An explanation that pursuant to subsection 3 of NRS 392.466, a pupil who is a habitual disciplinary problem must be suspended or expelled from school for a period equal to at least one school semester;

(c) If the pupil has a disability and is participating in a program of special education pursuant to NRS 388.520, an explanation of the effect of subsection 6 of NRS 392.466, including, without limitation, that if it is determined in accordance with 20 U.S.C. § 1415 that the pupil's behavior is not a manifestation of the pupil's

disability, he or she may be suspended or expelled from school in the same manner as a pupil without a disability; and

(d) If applicable, a summary of the provisions of subsection 6.

Ê The school shall provide the notice at least 7 days before the school deems the pupil a habitual disciplinary problem. A school may include the notice required by this subsection with notice that is otherwise provided to the parent or legal guardian of a pupil which informs the parent or legal guardian of the act committed by the pupil.

6. Before a school deems a pupil a habitual disciplinary problem and suspends or expels the pupil, the school may develop, in consultation with the pupil and the parent or legal guardian of the pupil, a plan of behavior for the pupil. Such a plan must be designed to prevent the pupil from being deemed a habitual disciplinary problem and may include, without limitation, a voluntary agreement by:

(a) The parent or legal guardian to attend school with his or her child.

(b) The pupil and the pupil's parent or legal guardian to attend counseling, programs or services available in the school district or community.

(c) The pupil and the pupil's parent or legal guardian that the pupil will attend summer school, intersession school or school on Saturday, if any of those alternatives are offered by the school district.

Ê If the pupil violates the conditions of the plan or commits the same act for which notice was provided pursuant to subsection 5 after he or she enters into a plan of behavior, the pupil shall be deemed a habitual disciplinary problem.

7. A pupil may, pursuant to the provisions of this section, enter into one plan of behavior per school year.

8. The parent or legal guardian of a pupil who has entered into a plan of behavior with a school pursuant to this section may appeal to the board of trustees of the school district a determination made by the school concerning the contents of the plan of behavior or action taken by the school pursuant to the plan of behavior. Upon receipt of such a request, the board of trustees of the school district shall review the determination in accordance with the procedure established by the board of trustees for such matters.

(Added to NRS by 1997, 2489; A 1999, 2110)

NRS 392.467 Suspension or expulsion of pupil: Procedure; limitation.

1. Except as otherwise provided in subsections 4 and 5, the board of trustees of a school district may authorize the suspension or expulsion of any pupil from any public school within the school district.

2. Except as otherwise provided in subsection 5, no pupil may be suspended or expelled until the pupil has been given notice of the charges against him or her, an explanation of the evidence and an opportunity for a

hearing, except that a pupil who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process or who is selling or distributing any controlled substance or is found to be in possession of a dangerous weapon as provided in NRS 392.466 may be removed from the school immediately upon being given an explanation of the reasons for his or her removal and pending proceedings, to be conducted as soon as practicable after removal, for the pupil's suspension or expulsion.

3. The provisions of chapter 241 of NRS do not apply to any hearing conducted pursuant to this section. Such hearings must be closed to the public.

4. The board of trustees of a school district shall not authorize the expulsion, suspension or removal of any pupil from the public school system solely because the pupil is declared a truant or habitual truant in accordance with NRS 392.130 or 392.140.

5. A pupil who is participating in a program of special education pursuant to NRS 388.520, other than a pupil who is gifted and talented or who receives early intervening services, may, in accordance with the procedural policy adopted by the board of trustees of the school district for such matters, be:

(a) Suspended from school pursuant to this section for not more than 10 days.

(b) Suspended from school for more than 10 days or permanently expelled from school pursuant to this section only after the board of trustees of the school district has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq.

[362:32:1956]—(NRS A 1959, 808; 1967, 457; 1975, 1471; 1977, 609; 1985, 1649; 1989, 73; 1991, 1365; 1993, 2162; 2009, 758)

NRS 392.4675 Certain suspended or expelled pupils ineligible to attend public school; authority for school district or charter school to enroll ineligible pupil in alternative programs, independent study, distance education or charter school designated for pupils with disciplinary problems.

1. Except as otherwise provided in this section, a pupil who is suspended or expelled from:

(a) Any public school in this State pursuant to NRS 392.466; or

(b) Any school outside of this State for the commission of any act which, if committed within this State, would be a ground for suspension or expulsion from public school pursuant to NRS 392.466,

is ineligible to attend any public school in this State during the period of that suspension or expulsion.

2. A school district or a charter school, if the charter school offers the applicable program, may allow a pupil who is ineligible to attend a public school pursuant to this section to enroll in:

(a) An alternative program for the education of pupils at risk of dropping out of school provided pursuant to NRS 388.537;

(b) A program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school;

(c) A program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive; or

(d) Any program of instruction offered pursuant to the provisions of NRS 388.550,

È if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program. A school district or charter school may conduct an investigation of the background of any such pupil to determine if the educational needs of the pupil may be satisfied without undue disruption to the program. If an investigation is conducted, the board of trustees of the school district or the governing body of the charter school shall, based on the results of the investigation, determine if the pupil will be allowed to enroll in such a program.

3. The provisions of subsections 1 and 2 do not prohibit a pupil from enrolling in a charter school that is designed exclusively for the enrollment of pupils with disciplinary problems if the pupil is accepted for enrollment by the charter school pursuant to NRS 386.580. Upon request, the governing body of a charter school must be provided with access to the records of the pupil relating to the pupil's suspension or expulsion in accordance with applicable federal and state law before the governing body makes a decision concerning the enrollment of the pupil.

(Added to NRS by 1993, 2306; A 1997, 2491; 2005, 1541; 2007, 1999)

ATTENDANCE

Compulsory and Excused Attendance; Retention

NRS 392.040 Attendance required for child between 7 and 18 years of age; minimum age required for kindergarten and first grade; waiver from attendance available for child 6 years of age; developmental screening test required to determine placement; effect of military transfer of parent of child.

1. Except as otherwise provided by law, each parent, custodial parent, guardian or other person in the State of Nevada having control or charge of any child between the ages of 7 and 18 years shall send the child to a public school during all the time the public school is in session in the school district in which the child resides unless the child has graduated from high school.

2. A child who is 5 years of age on or before September 30 of a school year may be admitted to kindergarten at the beginning of that school year, and the child's enrollment must be counted for purposes of apportionment. If a child is not 5 years of age on or before September 30 of a school year, the child must not be admitted to kindergarten.

3. Except as otherwise provided in subsection 4, a child who is 6 years of age on or before September 30 of a school year must:

(a) If the child has not completed kindergarten, be admitted to kindergarten at the beginning of that school year; or

(b) If the child has completed kindergarten, be admitted to the first grade at the beginning of that school year,

Ê and the child's enrollment must be counted for purposes of apportionment. If a child is not 6 years of age on or before September 30 of a school year, the child must not be admitted to the first grade until the beginning of the school year following the child's sixth birthday.

4. The parents, custodial parent, guardian or other person within the State of Nevada having control or charge of a child who is 6 years of age on or before September 30 of a school year may elect for the child not to attend kindergarten or the first grade during that year. The parents, custodial parent, guardian or other person who makes such an election shall file with the board of trustees of the appropriate school district a waiver in a form prescribed by the board.

5. Whenever a child who is 6 years of age is enrolled in a public school, each parent, custodial parent, guardian or other person in the State of Nevada having control or charge of the child shall send the child to the public school during all the time the school is in session. If the board of trustees of a school district has adopted a policy prescribing a minimum number of days of attendance for pupils enrolled in kindergarten or first grade pursuant to NRS 392.122, the school district shall provide to each parent and legal guardian of a pupil who elects to enroll his or her child in kindergarten or first grade a written document containing a copy of that policy and a copy of the policy of the school district concerning the withdrawal of pupils from kindergarten or first grade. Before the child's first day of attendance at a school, the parent or legal guardian shall sign a statement on a form provided by the school district acknowledging that he or she has read and understands the policy concerning attendance and the policy concerning withdrawal of pupils from kindergarten or first grade. The parent or legal guardian shall comply with the applicable requirements for attendance. This requirement for attendance does not apply to any child under the age of 7 years who has not yet been enrolled or has been formally withdrawn from enrollment in public school.

6. A child who is 7 years of age on or before September 30 of a school year must:

(a) If the child has completed kindergarten and the first grade, be admitted to the second grade.

(b) If the child has completed kindergarten, be admitted to the first grade.

(c) If the parents, custodial parent, guardian or other person in the State of Nevada having control or charge of the child waived the child's attendance from kindergarten pursuant to subsection 4, undergo an assessment by the district pursuant to subsection 7 to determine whether the child is prepared developmentally to be admitted to the first grade. If the district determines that the child is prepared developmentally, the child must be admitted to the first grade. If the district determines that the child is not so prepared, he or she must be admitted to kindergarten.

Ê The enrollment of any child pursuant to this subsection must be counted for apportionment purposes.

7. Each school district shall prepare and administer before the beginning of each school year a developmental screening test to a child:

(a) Who is 7 years of age on or before September 30 of the next school year; and

(b) Whose parents waived the child's attendance from kindergarten pursuant to subsection 4,

Ê to determine whether the child is prepared developmentally to be admitted to the first grade. The results of the test must be made available to the parents, custodial parent, guardian or other person within the State of Nevada having control or charge of the child.

8. Except as otherwise provided in subsection 9, a child who becomes a resident of this State after completing kindergarten or beginning first grade in another state in accordance with the laws of that state may be admitted to the grade the child was attending or would be attending had he or she remained a resident of the other state regardless of his or her age, unless the board of trustees of the school district determines that the requirements of this section are being deliberately circumvented.

9. Pursuant to the provisions of NRS 392C.010, a child who transfers to a school in this State from a school outside this State because of the military transfer of the parent or legal guardian of the child must be admitted to:

(a) The grade, other than kindergarten, the child was attending or would be attending had he or she remained a resident of the other state, regardless of the child's age.

(b) Kindergarten, if the child was enrolled in kindergarten in another state in accordance with the laws of that state, regardless of the child's age.

10. As used in this section, "kindergarten" includes:

(a) A kindergarten established by the board of trustees of a school district pursuant to NRS 388.060;

(b) A kindergarten established by the governing body of a charter school; and

(c) An authorized program of instruction for kindergarten offered in a child's home pursuant to NRS 388.060.

[363:32:1956]—(NRS A 1957, 304; 1971, 170; 1975, 49; 1979, 818; 1989, 217; 1997, 1724; 2001, 3163; 2005, 520; 2007, 1080, 2179; 2009, 2620)

NRS 392.050 Attendance excused for physical or medical condition; excused child with disability qualifies for free appropriate public education.

1. A child must be excused from attendance required by the provisions of NRS 392.040 when satisfactory written evidence is presented to the board of trustees of the school district in which the child resides that the child's physical or mental condition is such as to prevent or render inadvisable the child's attendance at school or his or her application to study.

2. A certificate in writing from any qualified physician acting within his or her authorized scope of practice, filed with the board of trustees immediately after its receipt, stating that the child is not able to attend school or that the child's attendance is inadvisable must be taken as satisfactory evidence by the board of trustees.

3. A board of trustees of a school district which has excused from attendance pursuant to subsection 1 a child who, pursuant to NRS 388.440, qualifies as a pupil with a disability, shall make available to the child a free appropriate public education in compliance with the Individuals with Disabilities Education Act (20 U.S.C. §§ 1400 et seq.), as that act existed on July 1, 1995.

[364:32:1956]—(NRS A 1995, 260)

NRS 392.060 Attendance excused upon completion of 12 grades of elementary and high school. Attendance required by the provisions of NRS 392.040 shall be excused when satisfactory written evidence is presented to the board of trustees of the school district in which the child resides that the child has already completed the 12 grades of the elementary and high school courses.

[365:32:1956]

NRS 392.070 Attendance excused for children in private school or homeschool; participation of private school children and homeschooled children in classes and extracurricular activities.

1. Attendance of a child required by the provisions of NRS 392.040 must be excused when:

(a) The child is enrolled in a private school pursuant to chapter 394 of NRS; or

(b) A parent of the child chooses to provide education to the child and files a notice of intent to homeschool the child with the superintendent of schools of the school district in which the child resides in accordance with NRS 392.700.

2. The board of trustees of each school district shall provide programs of special education and related services for homeschooled children. The programs of special education and related services required by this section must be made available:

(a) Only if a child would otherwise be eligible for participation in programs of special education and related services pursuant to NRS 388.440 to 388.520, inclusive;

(b) In the same manner that the board of trustees provides, as required by 20 U.S.C. § 1412, for the participation of pupils with disabilities who are enrolled in private schools within the school district voluntarily by their parents or legal guardians; and

(c) In accordance with the same requirements set forth in 20 U.S.C. § 1412 which relate to the participation of pupils with disabilities who are enrolled in private schools within the school district voluntarily by their parents or legal guardians.

3. Except as otherwise provided in subsection 2 for programs of special education and related services, upon the request of a parent or legal guardian of a child who is enrolled in a private school or a parent or legal guardian of a homeschooled child, the board of trustees of the school district in which the child resides shall authorize the child to participate in any classes and extracurricular activities, excluding sports, at a public school within the school district if:

(a) Space for the child in the class or extracurricular activity is available;

(b) The parent or legal guardian demonstrates to the satisfaction of the board of trustees that the child is qualified to participate in the class or extracurricular activity; and

(c) If the child is a homeschooled child, a notice of intent of a homeschooled child to participate in programs and activities is filed for the child with the school district for the current school year pursuant to NRS 392.705.

Ê If the board of trustees of a school district authorizes a child to participate in a class or extracurricular activity, excluding sports, pursuant to this subsection, the board of trustees is not required to provide transportation for the child to attend the class or activity. A homeschooled child must be allowed to participate in interscholastic activities and events governed by the Nevada Interscholastic Activities Association pursuant to NRS 386.420 to 386.470, inclusive, and interscholastic activities and events, including sports, pursuant to subsection 5.

4. The board of trustees of a school district may revoke its approval for a pupil to participate in a class or extracurricular activity at a public school pursuant to subsection 3 if the board of trustees or the public school determines that the pupil has failed to comply with applicable statutes, or applicable rules and regulations of the board of trustees. If the board of trustees revokes its approval, neither the board of trustees nor the public school is liable for any damages relating to the denial of services to the pupil.

5. In addition to those interscholastic activities and events governed by the Nevada Interscholastic Activities Association pursuant to NRS 386.420 to 386.470, inclusive, a homeschooled child must be allowed to participate in interscholastic activities and events, including sports, if a notice of intent of a homeschooled child to participate in programs and activities is filed for the child with the school district for the current school year pursuant to NRS 392.705. A homeschooled child who participates in interscholastic activities and events at a public school pursuant to this subsection must participate within the school district of the child's residence through the public school which the child is otherwise zoned to attend. Any rules or regulations that apply to pupils enrolled in public schools who participate in interscholastic activities and events, including sports, apply in the same manner to homeschooled children who participate in interscholastic activities and events, including, without limitation, provisions governing:

- (a) Eligibility and qualifications for participation;
- (b) Fees for participation;
- (c) Insurance;
- (d) Transportation;
- (e) Requirements of physical examination;
- (f) Responsibilities of participants;
- (g) Schedules of events;
- (h) Safety and welfare of participants;
- (i) Eligibility for awards, trophies and medals;
- (j) Conduct of behavior and performance of participants; and
- (k) Disciplinary procedures.

6. If a homeschooled child participates in interscholastic activities and events pursuant to subsection 5:

(a) No challenge may be brought by the Association, a school district, a public school or a private school, a parent or guardian of a pupil enrolled in a public school or a private school, a pupil enrolled in a public school or a private school, or any other entity or person claiming that an interscholastic activity or event is invalid because the homeschooled child is allowed to participate.

(b) Neither the school district nor a public school may prescribe any regulations, rules, policies, procedures or requirements governing the eligibility or participation of the homeschooled child that are more restrictive than the provisions governing the eligibility and participation of pupils enrolled in public schools.

7. The programs of special education and related services required by subsection 2 may be offered at a public school or another location that is appropriate.

8. The board of trustees of a school district:

(a) May, before providing programs of special education and related services to a homeschooled child pursuant to subsection 2, require proof of the identity of the child, including, without limitation, the birth certificate of the child or other documentation sufficient to establish the identity of the child.

(b) May, before authorizing a homeschooled child to participate in a class or extracurricular activity, excluding sports, pursuant to subsection 3, require proof of the identity of the child, including, without limitation, the birth certificate of the child or other documentation sufficient to establish the identity of the child.

(c) Shall, before allowing a homeschooled child to participate in interscholastic activities and events governed by the Nevada Interscholastic Activities Association pursuant to NRS 386.420 to 386.470, inclusive, and interscholastic activities and events pursuant to subsection 5, require proof of the identity of the child, including, without limitation, the birth certificate of the child or other documentation sufficient to establish the identity of the child.

9. The Department shall adopt such regulations as are necessary for the boards of trustees of school districts to provide the programs of special education and related services required by subsection 2.

10. As used in this section, “related services” has the meaning ascribed to it in 20 U.S.C. § 1401.

[366:32:1956]—(NRS A 1999, 3316; 2003, 2961; 2005, 2825; 2007, 3035)

NRS 392.075 Attendance excused if permission granted to take tests of general educational development. Attendance required by the provisions of NRS 392.040 must be excused if a child has obtained permission to take the tests of general educational development pursuant to NRS 385.448.

(Added to NRS by 2001, 1493)

NRS 392.080 Attendance excused for distant residence from nearest school. Attendance required by the provisions of NRS 392.040 shall be excused when the Superintendent of Public Instruction has determined that the child’s residence is located at such distance from the nearest public school as to render attendance unsafe or impractical, and the child’s parent or guardian has notified the board of trustees to that effect in writing.

[367:32:1956]—(NRS A 1959, 808; 1979, 1613)

NRS 392.090 Juvenile court may permit child who has completed eighth grade to leave school. Repealed. (See chapter 132, Statutes of Nevada 2011, at page 649.)

NRS 392.100 Attendance excused if child 14 years of age or older must support himself or herself or child's parent. Repealed. (See chapter 132, Statutes of Nevada 2011, at page 649.)

NRS 392.110 Attendance excused for child between 15 and 18 years of age who has completed eighth grade to enter employment or apprenticeship; written permit required.

1. Any child between the ages of 15 and 18 years who has completed the work of the first eight grades may be excused from full-time school attendance and may be permitted to enter proper employment or apprenticeship, by the written authority of the board of trustees excusing the child from such attendance. The board's written authority must state the reason or reasons for such excuse.

2. In all such cases, no employer or other person shall employ or contract for the services or time of such child until the child presents a written permit therefor from the attendance officer or board of trustees. The permit must be kept on file by the employer and, upon the termination of employment, must be returned by the employer to the board of trustees or other authority issuing it.

[370:32:1956]—(NRS A 1957, 304; 1979, 1614; 2007, 1082, 2181; 2011, 649)

NRS 392.118 Accounting of attendance and tardiness on report cards of pupils. The board of trustees of each school district shall adopt rules that require each public school in the district to include the accounting of attendance and, if feasible, tardiness of a pupil on each report card or other report of progress of the pupil. The report card or other report of progress must indicate the number of absences, if any, for the period covered by the report card or other report of progress.

(Added to NRS by 1997, 2834)

NRS 392.122 Minimum attendance requirements; school district authorized to exempt medical absences from requirements; notice and opportunity for parent to review absences before credit or promotion is denied; information to parents concerning duty to comply.

1. The board of trustees of each school district shall prescribe a minimum number of days that a pupil who is subject to compulsory attendance and enrolled in a school in the district must be in attendance for the pupil to obtain credit or to be promoted to the next higher grade. The board of trustees of a school district may adopt a policy prescribing a minimum number of days that a pupil who is enrolled in kindergarten or first grade in the school district must be in attendance for the pupil to obtain credit or to be promoted to the next higher grade.

2. For the purposes of this section, the days on which a pupil is not in attendance because the pupil is absent for up to 10 days within 1 school year with the approval of the teacher or principal of the school pursuant to NRS 392.130, must be credited towards the required days of attendance if the pupil has completed course-work requirements. The teacher or principal of the school may approve the absence of a pupil for deployment

activities of the parent or legal guardian of the pupil, as defined in NRS 392C.010. If the board of trustees of a school district has adopted a policy pursuant to subsection 5, the 10-day limitation on absences does not apply to absences that are excused pursuant to that policy.

3. Except as otherwise provided in subsection 5, before a pupil is denied credit or promotion to the next higher grade for failure to comply with the attendance requirements prescribed pursuant to subsection 1, the principal of the school in which the pupil is enrolled or the principal's designee shall provide written notice of the intended denial to the parent or legal guardian of the pupil. The notice must include a statement indicating that the pupil and the pupil's parent or legal guardian may request a review of the absences of the pupil and a statement of the procedure for requesting such a review. Upon the request for a review by the pupil and the pupil's parent or legal guardian, the principal or the principal's designee shall review the reason for each absence of the pupil upon which the intended denial of credit or promotion is based. After the review, the principal or the principal's designee shall credit towards the required days of attendance each day of absence for which:

(a) There is evidence or a written affirmation by the parent or legal guardian of the pupil that the pupil was physically or mentally unable to attend school on the day of the absence; and

(b) The pupil has completed course-work requirements.

4. A pupil and the pupil's parent or legal guardian may appeal a decision of a principal or the principal's designee pursuant to subsection 3 to the board of trustees of the school district in which the pupil is enrolled.

5. The board of trustees of a school district may adopt a policy to exempt pupils who are physically or mentally unable to attend school from the limitations on absences set forth in subsection 1. If a board of trustees adopts a policy pursuant to this subsection:

(a) A pupil who receives an exemption pursuant to this subsection is not exempt from the minimum number of days of attendance prescribed pursuant to subsection 1.

(b) The days on which a pupil is physically or mentally unable to attend school must be credited towards the required days of attendance if the pupil has completed course-work requirements.

(c) The procedure for review of absences set forth in subsection 3 does not apply to days on which the pupil is absent because the pupil is physically or mentally unable to attend school.

6. A school shall inform the parents or legal guardian of each pupil who is enrolled in the school that the parents or legal guardian and the pupil are required to comply with the provisions governing the attendance and truancy of pupils set forth in NRS 392.040 to 392.160, inclusive, and any other rules concerning attendance and truancy adopted by the board of trustees of the school district.

(Added to NRS by 1997, 2488; A 1999, 3454; 2003, 1341; 2005, 94, 521; 2009, 2622)

Attachment A.6.5 Absence Policy

LICPA Attendance Policy: The LICPA Attendance Policy will conform to all statutory requirements including NAC 386.180(5) NRS 392.465(5) NRS 392.467(5) NRS 392.040-392.122 and NRS 386.585 The LICPA Attendance and Truancy policies are intended to encourage students to attend school every day and was developed over time with the input of parents and students.

A. Attendance in the Online Component:

LICPA offers 180 days of instruction. Students are expected to attend three to five hours per day of online instruction. The online attendance is based on the completion of online assignments with a minimum grade of C on any one assignment.

Specific Policy:

1. Parent & Student Agreement—At the start of the academic year, Parents and students will be required to read and sign a Parent & Student Agreement acknowledging:

- They understand and value the school’s vision and the distinctive characteristics of the educational program
- They agree to adhere to LICPA policies and procedures and failure to do so may result in forfeiture of enrollment.
- A commitment to actively participate in their child’s education both at school and at home.
- A commitment to have each child attend online classes 3 to 5 hours per day five days per week and attend the face-to-face school up to 19 hours per week. The 19 hours per week will include part of the required online hours. Failure to do so may result in forfeiture of enrollment.

2. Parental Notification: Parents will be notified via telephone, email and/or text if a student is absent. Students will be required to submit absence notes signed by parents for each absence in the online and face-to-face school. Absences in the online school can be made-up by the completion of missing assignments.

3. Unexcused Absences: (See Truancy Policy)

B. Attendance in the Face-to-Face Component Policy: The LICPA face-to-face attendance policy states that students who exceed ten (10) unapproved absences in any course or semester *may* not earn credit for that course. The students *may* be retained in the current grade or be referred to an alternative education program.

It is the policy of LICPA to 1) encourage maximum attendance on the part of students; and 2) require absent students to explain their absences.

Approved Absences

A student is physically or mentally unable to attend school due to a medical appointment or illness;

The written approval of the Head of School has been given upon the request of the parent within three (3) days of the student's return from the absence;

The approval of the Head of School has been given for an unavoidable absence due to an emergency or an approved high performance event related to the student's choice of LICPA as their school of choice;

Absences have been prearranged, upon the prior written request of a parent or legal guardian; all prearranged absences (ten or fewer) will be approved;

The student is absent due to a required court appearance or a required religious holiday.

Unapproved Absences

Not approved in writing in advance;

Not due to the physical or mental inability of the student to attend school;

Parent/guardian failed to notify the school in writing of the student's inability to attend school within three days of the occurrence;

Prearranged absences over ten.

Student leaves campus without a passport.

Prearranged Absences

LICPA will support all students attending high performance activities related to their enrollment in LICPA. During the time a student is absent due to a high performance activity, students must log-in to their online curriculum at least once during their absence or a minimum of every other week day.

Must be requested in advance in writing; Each student must submit a tournament or performance schedule which includes requested absences within the first week of each semester.

Forms available in school office;

After ten prearranged absences, the absences will be counted as unapproved and will count toward loss of credit unless approved by the Head of School.

Absence Notes

For an absence to be approved, students must bring a note or (or email) to the attendance office within three days of the last absence unless there was a pre-arranged and approved absence. This note must contain:

| | |
|--|--|
| | <p>A) full name of the student;</p> <p>B) student's grade and student number;</p> <p>C) date(s) of the illness;</p> <p>D) specific illness (i.e., flu, measles);</p> <p>F) full name of the parent (printed and signed);</p> <p>G) telephone number and email of parent.</p> |
|--|--|

LICPA personnel will discuss all absences' with parents during parent teacher conferences.

Loss of Credit Appeals

If a student has exceeded ten (10) unapproved absences in a class, that student will lose credit in the class. Parents have three days after receipt of the loss of credit letter to request an appeal if they believe that there is an error in the attendance record or that an extenuating circumstance exists. Appeals can be scheduled with the Head of School.

Questions about an Attendance Record

If you have questions about your student's attendance record please contact the teacher or the Head of School as soon as you become aware of the problem.

Tardy Policy

Tardiness is a major disruption to instruction. Those students who interrupt the classroom by arriving late hinder teachers and students who are engaged in the daily lesson.

The policy incorporates the ideals of progressive discipline, beginning with minor consequences with consequences growing in severity with each additional tardy.

The policy incorporates the ideals of progressive discipline, beginning in the classroom and progressing to the Head of School.

Upon entering school or a classroom tardy, students will go directly to their classroom where progressive discipline begins.

Disciplinary action will be progressive:

| | |
|------------------|-----------------------------------|
| 1st Tardy | Verbal Warning |
| 2nd Tardy | Verbal Warning |
| 3rd Tardy | Verbal Warning |
| 4th Tardy | Parent Signature |
| 5th Tardy | Phone call from teacher |
| 6th Tardy | Required Parent Conference |
| 7th Tardy | Progressive Discipline |

Additional tardiness will result in disciplinary action deemed appropriate by the Head of School.

Legacy Academy will adhere to all Nevada Laws on Attendance

Excerpts and Summaries of Nevada Laws on Attendance

The following references to the NEVADA REVISED STATUTES provide information about student attendance and truancy. Please read carefully and note that compulsory school attendance is not a choice but is mandated by law. ** The term parent used throughout this publication is referring to any person having legal control or charge of a child.*

Nevada Revised Statutes, Title 34-Education Public School Attendance NRS 392.040 provides for, among other items, the following:

- Unless otherwise provided by law, each parent of any child between the ages of 7 and 18 shall send the child to a public school during all the time the public school is in session. A child who is 6 years of age and enrolled in school must also attend.
- A child who is 5 or 6 years of age and enrolled in a public school is subject to all rules and regulations of the Clark County School District including the school district's attendance regulation.

Student Absences and Truancy NRS 392.130 provides for, among other items, the following:

- u. Excused/Approved Absence - If an emergency exists or if the pupil is physically or mentally unable to attend school, the parent of the pupil shall notify the teacher or principal of the school within 3 days after the pupil returns to school in order for the absence to be considered excused.
- v. Unexcused/Unapproved Absence - An absence that has not been approved shall be deemed an unapproved absence. In the case of an unapproved absence a notice of truancy will be delivered to the parent of the child.
- w. A pupil shall be deemed a truant who is absent from school one or more class periods or the equivalent of one or more class periods without the written approval of his teacher or the principal of the school unless the pupil is mentally or physically unable to attend school.

Definition of Habitual Truant NRS 392.140 provides for, among other items, the following:

Any child who has been declared a truant three or more times within one school year must be declared a habitual truant.

Reporting of Habitual Truants NRS 392.144 provides for, among other items, the following:

If a pupil is a habitual truant, the principal of the school shall report the pupil to a school police officer or the local law enforcement agency for investigation and issuance of a citation.

Failure to Comply by Parent or Guardian NRS 392.210 provides for, among other items, the following:

Any parent, of any child and to whom notice has been given of the child's truancy as provided in NRS 392.130 and 392.140, and who fails to prevent the child's subsequent truancy within that school year, is guilty of a misdemeanor.

Penalty for False Statements NRS 392.215 provides for, among other items, the following:

Any parent who, with the intent to deceive, makes a false statement concerning the age or school attendance of a child under 18 years of age who is under his control or charge, is guilty of a misdemeanor.

Penalty for Abetting Truancy NRS 392.220 provides for, among other items, the following:

Any person who induces or attempts to induce any child to be absent from school unlawfully, or who knowingly employs or harbors, while school is in session, any child absent unlawfully from school, is guilty of a misdemeanor.

Negligent Treatment or Maltreatment [Educational Neglect] NRS 432B.140 provides for, among other items, the following:

Negligent treatment or maltreatment of a child occurs if a child has been abandoned, is without proper care, control and supervision or lacks the subsistence, education, shelter, medical care or other care necessary for the well-being of the child because of the faults or habits of the person responsible for his welfare or his neglect or refusal to provide them when able to do so.

Court Action for Habitual Truancy NRS 62E.270 & 62E.430 provides for, among other items, the following:

1. The first time a child is found to be in need of supervision because of habitual truancy the court shall:
 4. Order the child to pay a fine of not more than \$100; or
 5. Perform not less than 8 hours but not more than 16 hours of community service; and
 6. If the child is 14 years of age or older, order the suspension of the child's driver's license for at least 30 days but not more than 6 months. If the child does not possess a driver's license, the court can prohibit the child from applying for a driver's license for 30 days:
 - a. Immediately following the date of the order if the child is eligible to apply for a driver's license; or
 - b. After the date he becomes eligible to apply for a driver's license if the child is not eligible to apply for a driver's license.

The second or any subsequent time the child is found to be in need of supervision because he/she is a habitual truant the court shall:

- f. Order the child to pay a fine of not more than \$200 and/or perform not more than 10 hours of community service; and
- g. If the child is 14 years of age or older, order the suspension of the child's driver's license for at least 60 days but not more than 1 year. If the child does not possess a driver's license, the court shall prohibit the child from applying for a driver's license for 60 days:
 1. Immediately following the date of the order if the child is eligible to apply for a driver's license; or
 2. After the date he becomes eligible to apply for a driver's license if the child is not eligible to apply for a driver's license.

The court may suspend the payment of a fine ordered if the child attends school for 60 consecutive school days after the imposition of the fine or has a valid excuse acceptable to his teacher or the principal for any absence from school within that 60 days.

The community service ordered must be performed at the child's school of attendance, if practicable.

Attachment A.7.2 Explanation of enrollment projections

As an attachment, include an explanation and evidence to support the enrollment projections provided in the cover sheet and budget. Relevant evidence may include, among other things, the following:

- a. Community demographic information (numbers of potential students);

Clark County 2011 Demographic Data: (<http://quickfacts.census.gov/qfd/states/32/32003.html>)

Population: 1,969,975

Population under 18: 500,000 or 25% of total population.

Sports and Performing Arts Data - (Our initial population will come from High-Performance Athletes and Performing Artists

Youth Tennis Players in Las Vegas - over 1,000

Youth Baseball players in Las Vegas - over 2,,000

Youth Soccer players in Las Vegas - over 2,000

Youth Gymnastic players in Las Vegas - over 500

Youth Performing Artists: over 1,000

b. Documentation of community or family demand for the proposed school such as letters of intent to enroll; and

ZZ Letter From DTC - Enrollments

ZZ Letter from Lorenzi - Enrollments

ZZ Letter From On Deck Academy - Enrollments

ZZ Letter From Go For It Academy - Enrollments

c. Enrollment data from schools currently operating in community. LICPA enrollments will draw from both face-to-face and online schools:

Clark County School District Enrollment Data: 2011-2012 school year = 308,373 students

Nevada Virtual Academy Enrollment Data: Over 3,000 students

Connections Academy Enrollment Data: 1,800 students

d. Letters from Darling Tennis Center (DTC) and On Deck Baseball Academy. See **Appendix Letters from DTC and On Deck Academy:**

a. DTC estimates 60 students would enroll in a charter school next year.

b. On Deck Academy estimates over 100 students would enroll in a charter school next year.

Attachment: A.7.4 Student Recruit Plan

The Legacy Academy serves students who are participating in time demanding activities that require students to miss too many school days in a traditional school to maintain academic progress. Students involved in elite high performance sports such as tennis, golf, gymnastics and soccer and students in high level performance careers such as vocal music and dance find it impossible to maintain high academic performance due to traditional school attendance policies and maintain high performance levels in sports or performance career activities. Many of these students enroll in online schools or are forced to drop out of school altogether to pursue their career dreams. Our research indicates these students do not do well in online only schools and many students would do better in a hybrid school.

Therefore, our **Student Recruit Plan** will target students enrolled and participating in these high performance activities. We will target coaches and players in high performance sports programs, Instructors and students in high-level performance programs as well as these coaches and instructors in public and private school programs.

Our marketing campaign will focus on recruiting students who need a flexible academic schedule for high performance sports or performing arts and need a strong college prep academic program.

- a. Community Demographics: Clark County School District enrolls approximately 300,00 students per year. The State of Nevada enrolls approximately 425,00 students per year. According to the National Federation of High School Associations, 55% of high school students participate in athletics (<http://www.nfhs.org/content.aspx?id=3505>). In addition, approximately 20% of students participate in performing arts activities. However, 1 to 10% of students participate in high performance activities. Therefore, our target audience is no more than 10% of the school age population or approximately 4,000 to 40,000 students.

- b. Documentation of community or family demand. Parents and coaches of high performance athletes initiated a desire to have a hybrid school for their students. Once the pilot program started, coaches and parents from high performance programs in Nevada, California, Washington, Washington D.C., Michigan, Texas and Florida have expressed interest in starting a similar hybrid school. Coaches have a strong incentive to have their players/performers in this type of program as it allows for extended practice and performance times. Parents, once assured the program maintains high academic standards and courses are approved by the NCAA also have a strong incentive to enroll their children in this type of program because it allows their children to maintain high academic performances and high performance in sports or performing arts. Many parents and coaches have commented, “This program is ideal for our children/players.”
- c. Enrollment data from schools currently operating in the community. According to the Head of School for Nevada Virtual Academy(NVVA), their online student population is doubling every year. NVVA enrolled approximately 3,000 students for the 2011-2012 school year. Odyssey Charter School enrolled approximately 800 students for the 2011-2012 school year (<http://nevada.schooltree.org/charter/Odyssey-Charter-053750.html>). Clark County School District enrolled approximately 300,000 students for the 2011-2012 school year.

Attachment A.8.5 Special Ed Policy Assurance

Attachment A.8.5 Special Ed Policy Assurance

**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. | |
| LICPA | |
| Signature: | Date: |
| David A. Medley | 8/27/12 |

Attachment A.8.1 Rtl referral packet

Obtaining/Reviewing Records

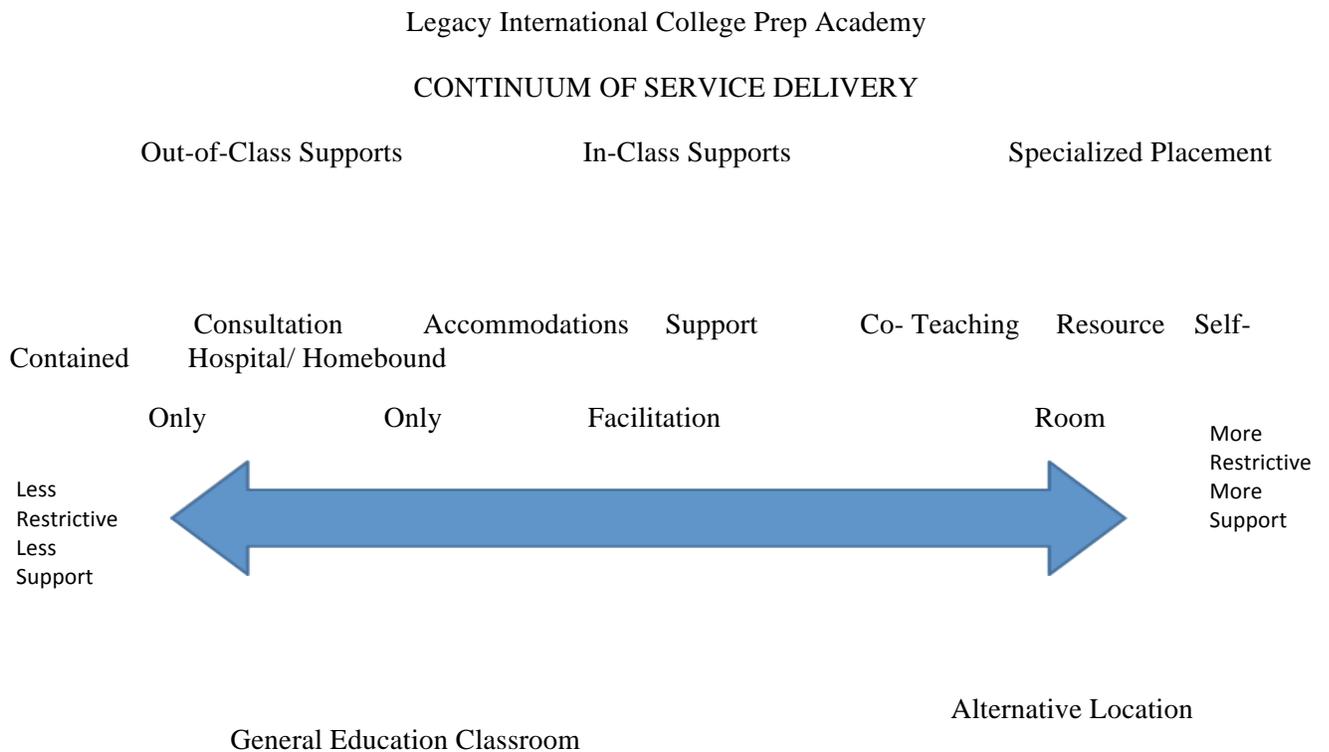
- The case manager is responsible for obtaining all IDEA records relative to a student
- If the case manager has difficulty obtaining a student's IDEA records, the case manager will forward a records release to the school secretary asking for assistance in obtaining the records.
- Once the IDEA records have been obtained, the case manager will:
 1. Initiate a records review referral by completing the top portion of the Psychologist Report/Review of Records form
 2. Copy records for psychologist
 3. Maintain copies for IDEA file
 4. Send review of records form attached to psychologist's copies to Special Services
- The school secretary will:
 1. Date stamp the records review referral attached to the students' records.
 2. Log the referral date into the computer database.
- The school secretary will forward the referral packet to the school psychologist via mailbox.
- The school psychologist will complete the Psychologist Report/Review of Records form which will address issues of:
 1. Eligibility, including date of an existing Eligibility Statement
 2. Current psychologist report, including an existing date of evaluation
 3. Provide further instructions to the case manager
 4. Forward copies to the school, parent, and the school secretary
- The school secretary will log any existing and acceptable dates into database which may include:

1. Eligibility determination date
2. Evaluation report date (e.g., school psychologist report, speech language therapist report)
3. IEP date (if applicable)

A.8.7 Attachment: Special Education continuum of service delivery model

Continuum of Services for Students with Disabilities

The Legacy Academy has established a continuum of services to support the learning of all students. The continuum include services for students who can learn in a general education class as well as students who require supports and services outside of the general education program. The continuum of the Legacy Academy provides increasing levels of supports and services from services in a least restrictive setting to increasingly restrictive placements that respond to students' specific needs.



Needs of Students:

Students with disabilities requiring special education services are entitled to IEP accommodations, supports, and services in all regular education settings.

A. Related Services And Supports

Whether placed in a general education class or special class, students with disabilities may be provided with the following additional services as long as they are specifically identified on the student's IEP.

1. Related services are developmental, corrective and other support services required to help a student with a disability benefit from instruction in the general education curriculum in general education classes. Related services may include, but are not limited to:

- Counseling
- Hearing education services
- Occupational therapy
- Orientation and mobility services o Physical therapy
- School health services
- Speech/language therapy
- Vision education services, and
- Other support services, e.g.
 - o paraprofessional support services (e.g. a special transportation paraprofessional for a child whose behavior is hazardous on the school bus, or an Orientation and Mobility paraprofessional to guide a student who is visually impaired)
 - o sign language and oral interpreters, and
 - o Cued Speech Transliterators (which are necessary to transmit the spoken message into Cued Speech—a manual and spatial representation of English sounds and lip movements).

2. Other support services which can be provided to children throughout the full range of placements in the Continuum (i.e. from general education classrooms to segregated special classes) include, but are not limited to:

- o Assistive technology devices
- o Specific instructional practices
- o Behavior intervention plans
- o Instructional adaptations
- o Curriculum modifications
- o Adaptive physical education
- o Travel training; and
- o Toilet training.

B. Resource Room Services:

Provides specifically designed supplemented instruction by a special education teacher. The teacher may work with the student or indirectly with the regular classroom teacher to adjust the learning environment, adopt instructional techniques or methods to meet the students needs. A minimum of 180 minutes per week/cannot be more than 50% of school day.

C. Resource Room with Consultant Teacher Services

Student receives resource room service for not less than three hours per week, as per student's IEP. These services may be direct or indirect services, which may occur within the general education classroom as consultant services or as supplemental resource room services.

D. Collaborative Consultant Teacher

In Collaborative Consultant Teaching classrooms students with disabilities and general education students are educated together, by a full-time general education teacher and a special education teacher. The consultant teacher collaborates with the general education teacher and provides instruction support up to 2 hours per day. The special education teacher in the class works to adapt and modify instruction for the students with special needs. The general education teacher is responsible for assuring the entire class has access to the general education curriculum.

E. Integrated Co-Teaching

In co-teaching classrooms students with disabilities and general education students are educated together, by a full-time general education teacher and a full-time special education teacher who collaborate throughout the day. The special education teacher in the class works to adapt and modify instruction for the students with special needs. The general education teacher is responsible for assuring the entire class has access to the general education curriculum. The special education teacher works with the students and the general education teacher as per IEP.

F. Special Class Services

Special Class Services serve students with disabilities whose needs cannot be met within the general education class, even with the supports described above. They are services provided in a self-contained classroom without non-disabled students. They may be provided part-time or full-time, and in Fulton City School District or specialized settings such as BOCES classes or other service providers.

The Following Environments Deliver Special Class Services:

- General Education Part-Time and Special Class Support Part-Time – district or BOCES.
- Special Class Full-Time In Fulton City School District.
- Special Class Full-Time In Specialized setting (BOCES)
- General Education Half-Time and Half-Time Special class setting (BOCES)
- State Supported/Operated Schools and SED-Approved Non-Public Schools.

Description Of Special Class Service Delivery

Some children will continue to require more individualized and structured, self-contained settings. Students must be grouped for these self-contained special class services by similarity of educational needs. Students in restrictive settings all or part of the day **MUST** have access to the general education curriculum and will be required to take state assessments (some with accommodations). Special classes may contain students with the same disability or with different disabilities as long as they have similar education needs. Generally, the greater a student's academic and/or management needs, the more adult supervision he/she will need, so staffing intensity varies by student needs. Below are descriptions of the Special Class by maximum sizes and staffing ratios, stated as number of students to number of teacher(s) to number of paraprofessionals. These descriptions are very general and broad; it is important to visit the class your child is offered to make sure it is appropriate for your child (see Implementation section below).

1. Special Class Ratio 12:1:1 - 12 students : 1 special education teacher and 1 paraprofessional; 15 students : 1 special education teacher (High School) This is a placement for students whose academic and/or behavior management needs require specialized/specially designed instruction that can best be accomplished in a self-contained setting.
2. Special Class Ratio 12 students : 1 special education teacher : 1 paraprofessional A placement for students requiring specialized instruction that can best be accomplished in a self-contained setting and who require additional adult support due to academic and/or behavioral management needs that interfere with the instructional process.
3. Special Class Ratio 8 students :1 special education teacher :1 paraprofessional A placement for students whose management needs are severe and chronic, requiring highly individualized instruction and intervention, intensive behavior management, and adult supervision.
4. Special Class Ratio 6 students :1 special education teacher : 1 paraprofessional A placement for students with very high needs in most or all areas – academic, social, physical development and management -- who require intense individual programming, continual adult supervision and specific behavior management plans for aggressive, self- abusive behaviors.
5. Special Class Ratio 12 students : 1 special education teacher : 4 paraprofessionals (one paraprofessional for every three students) A placement for students with severe and multiple disabilities, needing a program primarily of training and treatment, including training in daily living skills and the development of communication skills, sensory stimulation and therapeutic interventions.

Attachment A.9.2 Retention of the Records of Pupils

LICPA will follow and comply with Nevada Regulations as stipulated in the New Charter School Manual and the General Retention and Disposition Schedule:

Retention of Certain Records

Certain school records must be maintained for certain minimum amounts of time:

Pursuant to NAC 387.175, a school's *Master Register of Enrollment and Attendance* and any supporting documents must be maintained and be available for inspection by the Department at any time during the school year and *for five years after the last day of the school year*.

Also pursuant to NAC 387.175, each *Class Record Book* must be maintained and be available for inspection by the Department at any time during the school year and *for two years after the last day of that school year*.

According to the Nevada State Library and Archives Records Management Program, General Retention and Disposition Schedule available at <http://nsla.nevadaculture.org/dmdocuments/generalschedules.pdf>, financial records including bank statements, cash receipts, deposit receipts, ledgers, journal entries and work files, disbursement logs, reconciliation documentation, billing claims, purchasing documentation, invoices, accounting spreadsheets, travel documentation, and so on *must be retained for a period of three fiscal years from the fiscal year to which they pertain*.

Retention of other records is addressed in the General Retention and Disposition Schedule as well; for example, checks and check registers (RDA#2004220) should be maintained for six years; and minutes of open and closed meetings should be maintained for five years (RDA#2005140). The Department urges charter school operators to review and comply with the entire Schedule.

STUDENT RECORDS

1. Purpose: The educational interests of students require the collection, retention, and use of data and information about individuals and groups of students while ensuring the individual's right to privacy. The school will maintain educational records for students for legitimate educational purposes.

2. Authority: The Legacy Board recognizes its responsibility for compilation, retention, disposition and security of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records.

The Board shall adopt a comprehensive plan for all aspects of student records that conforms to the mandates of the Family Educational Rights and Privacy Act (FERPA) and its regulations; the General Retention and Disposition Schedule. Only educational records mandated by federal and state statutes and regulations, or permitted by the Board, may be compiled by staff.

Parents/Guardians and eligible students eighteen (18) years and older shall be notified annually, and upon initial enrollment, of their rights concerning student records. The notice shall be modified to accommodate the needs of the disabled or those whose dominant language is other than English.

3. Delegation of Responsibility: The Head of School or designee shall be responsible for developing and implementing a comprehensive plan for records of regular students and students with disabilities that meets the requirements of all state and federal statutes and regulations and is approved by the Board.

The designated administrator shall establish safeguards to protect the student and his/her family from an invasion of privacy when collecting, retaining and disseminating student information and providing access to authorized persons.

In accordance with law, each teacher shall prepare and maintain a record of the work and progress of each student, including the final grade and a recommendation for promotion or retention.

The school's plan for compilation, retention, disclosure and security of student records shall provide for the following:

- Informing parents/guardians and eligible students of their rights and the procedures to implement those rights.
 - Permitting appropriate access by authorized persons and officials, describing procedures for access, and listing copying fees.
 - Enumerating and defining the types, locations and persons responsible for student records maintained by the school.
 - Establishing guidelines for disclosure of information and data in student records.
 - Maintaining a record of access and release of information for each student's records.
 - Assuring appropriate retention and security of student records.
 - Transferring education records and appropriate disciplinary records to other school districts.
- 4. Guidelines:** Procedures for disclosure of student records shall apply equally to military recruiters, colleges and universities, and prospective employers.

The annual notice of rights shall inform parents/guardians and eligible students of the following:

- x. The right to inspect and review the student's education record within thirty (30) days of the school's receipt of the request for access.
- y. The right to request amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading or otherwise violate the privacy rights of the student.
- z. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state laws authorize disclosure without consent.
 - aa. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if the district discloses certain materials without prior consent.
 - bb. The right to refuse to permit the designation of any or all categories of directory information.
 - cc. The right to request that information not be provided to military recruiting officers.

Attachment B_1_1 Letter From Counsel

Note:

In a telephone conversation on August 23, 2012, Mr. Danny Peltier, of the State Public Charter School Authority, advised Steve Grubaugh that it was his opinion that it was permissible to use a letter from counsel who had reviewed and sanctioned the Legacy International College Prep Academy bylaws on August 28, 2011. If this is not the case, please advise and LICPA will provide a more recent review of the bylaws by our attorney.

COOPER | COONS
ATTORNEYS AT LAW

Jeremy K. Cooper, Esq.
jeremy@coopercoons.com
PARTNER

J. Charles Coons, Esq.
charles@coopercoons.com
PARTNER

August 28, 2011

Delivered via U.S. mail

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

**RE: LEGACY INTERNATIONAL COLLEGE PREP ACADEMY
BYLAWS COMPLY WITH OPEN MEETING STATUTES**

Dear Charter School Consultant:

Our law firm, COOPER COONS, LTD. Attorneys at Law (the "Firm"), has been retained by the *LEGACY INTERNATIONAL COLLEGE PREP ACADEMY* (the "Academy") and Steven Grugaugh, in his capacity as Secretary of the Academy, to review and comment on the compliance of the Academy bylaws to the Nevada Open Meeting Statutes.

I have received and reviewed the Academy bylaws and it is my opinion that the bylaws confirm that the Academy's governing body shall comply with Nevada Revised Statutes §241 and §386. I can also confirm that the Academy bylaws are in full compliance of the Nevada Open Meeting Laws. The Academy bylaws are also legally sound and sufficient as to form and content.

Please feel free to contact our Firm regarding this compliance letter if you have any additional questions or concerns. Thank you for your attention to this matter.

Best regards,
COOPER COONS, LTD.


J. Charles Coons, Esq.
Managing Partner

Attachment B.1.2 LICPA Bylaws

Note: Verified through a telephone conversation on August 23, 2012, Mr. Danny Peltier, of the State Public Charter School Authority, advised Steve Grubaugh that it was his opinion that it was permissible to use a letter from counsel who had reviewed and sanctioned the Legacy International College Prep Academy bylaws on August 28, 2011. If this is not the case, please advise and LICPA will provide a more recent review of the bylaws by our attorney.

BYLAWS

OF

Legacy International College Prep Academy (LICPA)

PREFACE

All charter school governing body meetings must abide by Nevada's Open Meeting Law, and must follow Roberts' Rules of Order. All meetings must be audio-taped and the recordings must be available for inspection by members of the public Legacy International College Prep Academy assures all Roberts' Rules of Order will be followed at all Board meetings.

ARTICLE I

INTRODUCTION: LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is Legacy International College Prep Academy (hereinafter referred to as the "School"). The School is located in Clark County, Nevada. These school address is to be determined.

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

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

ARTICLE II

PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose of the School is to provide education to children from fourth to twelfth grade and shall be operated exclusively for educational objectives and purposes.

- a) The purpose for which the School is operated is exclusively educational.
- b) b) The LICPA **mission** is to maximize student academic achievement; prepare students for college, careers, and life-long learning through transformative, individualized blended learning education opportunities; graduate students who will contribute purposefully to society; and prepare teachers for 21st Century teaching through professional development. .

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

ARTICLE III

GOVERNING BODY

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

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

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

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

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

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

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

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

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

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

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

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

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

(m) To improve and further develop the School;

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

(o) To ensure adequate funding for operation

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

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

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the Board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 386.345 and all other applicable statutes.

Section 3. Qualifications: Election: Tenure. The Board shall be composed of five Directors.

(a) The Board's membership shall adhere to the statutory requirements of NRS 386.549. *one (1) active or retired teacher licensed by the State of Nevada, one (1) active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:*

(1) Accounting;

(2) Financial services;

(3) Law; or

(4) Human resources.

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

(c) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community. Additionally, the membership of the governing body will represent the diversity of the community the school proposes to serve; is 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 lacks related (by birth or marriage) parties.

(d) To ensure that the governing body will change and board members will not serve indefinitely, the Board Members shall serve no more than 2 (2) year terms. No director will serve more than 4 years total. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled.

(e) When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If for any reason the Board membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any Board Vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws.

1. In June of the second year, three members shall be up for election for the following school year.

2. The following June, four members shall be up for election for the following school year.

3. The rotation of term elections will perpetually follow with three, then four.

(f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. The Board of Directors must seek candidates which adhere to the statutory requirements of NRS 386.549. To Assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students The Board of Directors may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board of Directors. Insofar as is practical, the Board of Directors shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic or racial group or related parties (by birth or marriage).

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

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

(i) The Board shall develop an orientation and training program for new directors and an annual continuing program for existing directors. Board members will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others.

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in June of each year. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada Open Meeting Law. The annual meeting shall be for the purpose of

electing officers and new Board members and for the transaction of such business as may come before the meeting.

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

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

(a) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 15 minutes on the agenda.

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

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted. No actions will be taken by a governing body that lacks the membership required by statute, and no actions will be taken by a governing body that lacks the number of members required by the governing body's bylaws.

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

Section 9. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one (1) Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law.

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

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

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

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

Section 14. Compensation. No member of the Board shall receive any compensation for serving in such office except as allowable under NRS 386.549 and specifically authorized by a majority vote of the Board of Directors.; it is provided that the School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

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

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

- a. Training for new members will begin with the Charter Starters: Leadership Training Workbook on Governance and Management by Northwest Regional Educational Laboratory, <http://www.nwrel.org/comm/catalog/detail.asp?RID=12658> or similar training event(s).
- b. And Creating Effective Governing Boards by Frank Martinelli for the Charter Friends National Network, www.uscharterschools.org/gb/governance/, or similar events.
- c. New and existing members may be able to attend workshops, seminars, and conferences as well as the annual National Charter School Conference.

17. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

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

ARTICLE IV

OFFICERS

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

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to

serve for terms of two (2) years and until their successors have been duly elected and qualified. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

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

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

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

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

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

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

ARTICLE V

STAFF

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

ARTICLE VI PARENT ASSOCIATION

There shall be a Parent Association to facilitate parent involvement with the School. The Parent Association shall have the right to select from those of its members who have participated in a School provided orientation program, a member to be on the Board.

ARTICLE VII

CONTRACTS, LOANS, AND DEPOSITS

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

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

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The administrator may sign checks under \$1,500. The Chair and Administrator are authorized and required to sign all checks over the amount of \$1,000.00.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such Nevada banks, trust companies, or other custodians as the Board may select. Only financial institutions in Nevada will be used by the school

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

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

ARTICLE VIII

PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

ARTICLE IX

INDEMNIFICATION

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

ARTICLE X

AMENDMENTS

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

ARTICLE XI

DISSOLUTION

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

ARTICLE XII

PURPOSE OF THE BYLAWS

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

CERTIFICATION

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

DATED this day of August 20__.

Secretary

B.3.1.2 Information related to the EMO

The name of the Educational Service Provider is Legacy Innovations International, an Educational Management Organization. The contact persons for Legacy Innovations International are Greg Levitt, CEO, and Steven Grubaugh, COO. The telephone number and mailing address are (702) 682-6011 and 1350 E. Flamingo #3318, Las Vegas, NV 89119.

The only Nevada school with which the EMO will contract with is Legacy International College Prep Academy (LICPA).

Contact

Dr. GREG LEVITT

Legacy Innovations International

1350 E. Flamingo # 3318

Las Vegas, Nevada, 89119

(702) 682-6011

glevitt@mac.com

Legacy Innovations International does not have any other Nevada schools with which the EMO/CMO/ESP contracts to provide services of any kind.

Relevant evidence of the Legacy Innovations International’s educational and management success.

LEGACY INNOVATIONS INTERNATIONAL has extensive experience in traditional and distance education and the innovations they bring to a blended school for our students. Both Dr. Levitt and Dr. Grubaugh, who operate the Service Provider, have extensive business and management experience. As evidence of success and experience, Dr. Levitt served as a successful high level administrator at UNLV for eight years. Dr. Levitt was department chair of the largest department at UNLV and was responsible for and managed millions of dollars in the budget and over 90 personnel under his direct supervision. Dr. Levitt also had substantial budgetary and fiscal responsibility throughout his tenure as chair of the Department of Teaching and Learning (formerly Curriculum and Instruction) and as an assistant dean. Dr. Levitt was a key professional in the founding and training of teachers of the well-known Agassi Charter School in Las Vegas Nevada. Dr. Levitt’s and Dr. Grubaugh’s resume’s indicate strong evidence of long term and sustainable success in working with traditional schools, online only schools, charter schools, education agencies and colleges and universities in blended learning contexts. Both have a high level of expertise in online and blended learning, online and blended learning teacher training techniques at the K-12, undergraduate and graduate level.

Mrs. Sandy Foley, a parent of two students in the LICPA pilot program and manager of the Darling Tennis Center Junior Athletic Program, has personal and professional experience with LEGACY INNOVATIONS INTERNATIONAL and finds it an EMO that can deliver the specific program we desire for parents and a diverse student population of Jr. Athletes. All parents and students have been very satisfied and pleased with the performance of a two-year pilot program of best practices in blended education program that the educational management organization has overseen at the Darling Tennis Center in Las Vegas, Nevada. DTC parents have had great confidence in LII.

B.3.1.3 Educational Management Organizations

Required Element 3 – Draft Contract of EMO

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT BETWEEN THE BOARD FOR LICPA AND LEGACY INNOVATIONS INTERNATIONAL.

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a Charter School by and between the Legacy International College Prep Academy (LICPA) Board (“Board”) and Legacy Innovations International (“Service Provider”)

WHEREAS, the LICPA Board may have a contract (“the Charter”) with the Nevada State Public Charter School Authority (the “State”) to operate a charter school, known as the Legacy International College Prep Academy (LICPA) (the “School”);

WHEREAS, the School is governed by the Board of Directors of LICPA (the “Board”);

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, the LICPA Board *shall* ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider has been established to provide professional services and support to public charter schools;

WHEREAS, it is Service Provider’s mission to ensure that the vision of the School’s Board of Directors is faithfully and effectively implemented;

WHEREAS, Service Provider’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider’s officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

WHEREAS, Service Provider’s officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider intends to provide services and support a network of charter schools and believes that there are benefits to having a wide variety of employment opportunities and options available to the employees of public charter schools serviced by Service Provider;

WHEREAS, it is Service Provider’s duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of LICPA, and the Board of Director’s duty to make all decisions and direct Service Provider to act accordingly on the Board’s behalf.

WHEREAS, the LICPA Board and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction *of* the Board of Directors;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER:

1. Recitals

The forgoing recitals are true, correct and incorporated herein.

2. Engagement

LICPA Board engages Service Provider to **provide academic, administrative and financial services and support to the School as more fully set forth herein**. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. Duties

Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. Service Provider's services *shall* include, but not be limited to: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the Schools as well as bookkeeping, budgeting and financial forecasting. *The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements.* The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

Service Provider will plan, prepare and achieve the educational goals of the school for implementation of its core educational program including curriculum, instructional program, and pupil performance standards including English language learners and education of students with disabilities. LII Will also provide professional development for teachers, staff members and technology training,

Service Provider will plan, prepare and achieve the management and operation of the school including contracting for goods and services; preparation of budgets; selection, supervision, evaluation, and determination of compensation for personnel; promotion and termination of personnel; leasing facilities for the school; contracts with the local school district; accepting and expending gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and this Contract; and adoption of policies and bylaws consistent with the terms of this contract.

Service Provider will plan, prepare and achieve the financial matters of the school including revenues, disbursement of per-pupil revenue, budget, enrollment projections, contracting, annual audit and balance, non-comingling, quarterly reporting, encumbrances and borrowing, and loans.

4. Board of Directors Meetings

Service Provider will attend the meetings of the Board and the staff of the School. Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of *NRS. 386.550* regarding such meetings and record keeping.

5. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with *NAC 392.36 and NAC 386.360* the requirements for record keeping. In

addition, Service Provider will ensure that designated on site staff receives proper training by the **State's** appropriate departments for student school record keeping through its designated programs.

6. Bookkeeping

Service Provider will serve as liaison with the State to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter and State law.

7. Staff Administration

Service **Provider shall identify and propose for employment by or on behalf of the LICPA Board** qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by **NRS 386**. The LICPA Board may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in **Nevada Education Code sections and 391**. Service Provider *shall* coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. **All teachers selected by the Board shall be LICPA Board employees or employees leased** to the LICPA Board. The administration and staff employees shall **be employees of Service Provider**. At the Board's direction, Service Provider *shall* prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. **Service Provider shall propose a professional employee management company to the Board which can perform the human resource services for the School**. Once the Board approves a human resource provider, Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the Nevada School Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State.

The LICPA Board will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 15th of each year.

9. Designated Contact Person

The designated contact person of Service Provider shall be the *CEO* of Legacy Innovations International - Greg Levitt.

10. Grant Solicitation

Service Provider *will* solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

Service Provider *will* coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

At the request of the Board, Service Provider *will* coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report for the School. The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for the Annual Report.

14. School Board Representation

The Board President will serve as primary liaison with the *State Public Charter School Authority* and its officials on behalf of the School. Service Provider *will* also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

15. Governmental Compliance

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider *will* also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

16. Charter Renewal Coordination

Service Provider *will* assist the Board with renewal of the School's Charter on a timely basis. *Service Provider will* negotiate the terms of the renewal Charter with the State on behalf of the Board and provide the Board with notice and seek Board approval of any renewal provisions, which modify or alter the terms of the original Charter between the School and the State.

17. Educational Delivery

Under the directions of the Board, Service Provider shall implement curriculum, purchase, development and mapping, resource selection, lesson and learning plan implementation, classroom management tools and techniques, proactive monitoring of performance benchmarks, peer-reviewed, and customized improvement

plans in congruence with the mission and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.

18. Facilities Identification Expansion, Design and Development

Service Provider *shall* with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider *will* identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

19. Systems Development

Service Provider *will* identify and develop a Nevada based and state compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

20. Human Resource Management

Under the directions of the Board, Service Provider shall implement employee recruiting and hiring, performance-based compensation, performance evaluation systems, professional development, employee payroll and benefits, personnel policies and procedures, ongoing staffing assistance, and government compliance and reporting.

21. Technology

Under the directions of the Board, Service Provider shall implement email hosting, purchasing of technology, design and development of technology and student stations, remote access and software integration, and helpdesk support and technical assistance.

22. Communications, Marketing and Enrollment

Under the directions of the Board, Service Provider shall implement marketing plans and implementation, student application and registration management, lottery management, enrollment tracking and reporting, branding guidelines, and stakeholder communications.

23. Strategic Improvement

Under the directions of the Board, Service Provider shall implement strategic plans, collaborative development of academic goals, performance monitoring, and focus group interviews with staff and parent surveys.

24. Business and Contracts Management

Under the directions of the Board, Service Provider shall negotiate and manage contracted transportation services, food service, and security as required.

25. Financial Management

Under the directions of the Board, Service Provider shall establish accounting systems, manage budget development and oversight, manage operating and capital budgets, and manage monthly quarterly and annual financial and government reporting and analysis

TERM OF AGREEMENT

26. Initial Term

The term of the Agreement shall commence on August 1, 2013 and shall end July 31, 2015, unless terminated earlier, as provided herein, or modified by written agreement of the parties.

27. Renewal

At the conclusion of the term of this Agreement the parties may mutually agree, but shall have no obligation, to renew the terms of this Agreement.

28. Termination

In the initial years of this Agreement beginning August 1, 2013 through July 31, 2015, this Agreement may be terminated either without cause or with cause as more fully described below. After the initial one-year term, future Agreements may be terminated for cause only as described in paragraph (b) below.

(a) Termination without cause. Either party hereunder shall be entitled to terminate this Agreement voluntarily and without cause for any reason whatsoever, or for no reason, by providing the other party with sixty (60) days advance written notice (the "Notice Period") of such party's intent to terminate this Agreement. In the event either party gives notice of termination without cause pursuant to the Section, the LICPA Board shall have the sole option to have Service Provider either continue or discontinue performing duties under this Agreement during the Notice Period. If the LICPA Board elects to have Service Provider discontinue services before the end of the Notice Period, the LICPA Board shall pay to Service Provider the equivalent of sixty (60) days of the services and support fee described in this Agreement. If Service Provider gives notice of termination and Service Provider provides services for a period less than the Notice Period, the LICPA Board shall only be required to pay Service Provider the services and support fee described in this Agreement prorated to the date such duties are discontinued.

(b) Termination with cause. Either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, the LICPA Board may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, LICPA Board shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause. (c) Duties upon termination. In the event this Agreement is terminated with or without cause, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to the LICPA Board any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

COMPENSATION

29. Base Compensation

LICPA Board shall pay Service Provider a maximum services and support fee of \$500 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that the LICPA Board receives such funds. The fee shall be payable in two installments, provided that the LICPA Board shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada, *such funding does not include funds for special services or federal dollars, in which event the installments shall accrue until funding is received.* The fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in future years to an amount less than the 2012- 2013 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider will consider lowering the fee should the school experience severe financial *distress. Fees charged by Legacy Innovations International will not subsidize or otherwise benefit schools and programs not located in Nevada.* The Service Provider has agreed to a year one reduced fee of \$417 due to the limited first year budget. The Service Provider agreed to reduce this amount if the school experiences financial difficulties. *Fees charged by Legacy Innovations International will not subsidize or otherwise benefit schools and programs not located in Nevada.*

30. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of the LICPA Board, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

31. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

32. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

33. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors or principals and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

34. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect the LICPA Board the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

35. Miscellaneous

- (1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.
- (2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.
- (3) Neither party shall assign this Agreement without the written consent of the other party;
- (4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.
- (5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.
- (6) This Agreement is not intended to create any rights of a third party beneficiary.
- (7) This Agreement is made and entered into in the State of *Nevada* and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Clark County, Nevada.
- (8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.
 1. Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

ADDRESS CHANGES

If to Service Provider:

Legacy Innovations International

1350 E. Flamingo #3318

Farmington, UT 84025

Las Vegas, NV 89119
Attention: Greg Levitt

If to Board:
Legacy International College Prep Academy (LICPA)
4946 Momenti Street
Las Vegas, NV 89135
Attention: Dr. David Meckley

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

1. Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs. **THIS AGREEMENT** was approved at a meeting of the Board of Directors of the LICPA **Board** held on the _____ day of _____ 2012. At that meeting, the undersigned Director of the LICPA Board was authorized by the Board to execute a copy of this Agreement.

3.
IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

Legacy International College Prep Academy (LICPA) **Board**
(For Legacy International College Prep Academy (LICPA) **Board**)

By: _____ Date: _____
David Meckley, President

Legacy Innovations International

By: _____ Date: _____
Greg Levitt, CEO

Attachment 31

B.3.1 Educational Management Organizations

Required Element 3 – A draft affiliation agreement with Legacy International College Prep Academy, Inc.

TRADEMARK LICENSE AND AFFILIATION AGREEMENT

LEGACY INTERNATIONAL COLLEGE PREP ACADEMY, INC.

THIS TRADEMARK LICENSE AND AFFILIATION AGREEMENT ("Agreement") is made and entered into effective as of _____ (the "Effective Date") by and between Legacy International College Prep Academy (LICPA), Inc. ("Licensor"), and the School, LICPA ("Licensee").

WHEREAS, Licensor has adopted, and is using the trademark, Legacy International College Prep Academy (LICPA) ("Trademark") throughout the United States in connection with educational excellence, Southern Association of Colleges and Schools (SACS) accreditation, pedagogical successful methods, and related educational activities; and

WHEREAS, Licensee desires to use the Trademark, in connection with the development of the School, including but not limited to, the start-up phase of the School. Licensee desires to promote the fact that the School will affiliate with Legacy International College Prep Academy and replicate its successful educational best practices and methods to ensure the School's academic and operational success.

WHEREAS, Legacy International College Prep Academy personnel will provide on-site services to the school, and will also conduct ongoing teacher training sessions in Math, Language Arts and other subject areas, and blended education, provide 'best practices' instructional materials; and host retreats for Boards of Directors and School Leaders.

WHEREAS, Licensor, subject to the terms and conditions set forth in this Agreement, is willing to permit Licensee to use the Trademark in connection with the educational practices, including but not limited to the development and establishment of the school of LICPA, for the mutual benefit of Licensor and Licensee.

NOW, THEREFORE, in consideration of the above premises, the mutual covenants set forth below, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

Section 1 LICENSE

1.1 Scope of License. Subject to the terms and conditions set forth in this Agreement, Licensor grants to Licensee a non-exclusive, non-transferable, royalty-free license to use the Trademark in connection with the development and establishment of the school of the Legacy International College Prep Academy in the State of Nevada, United States. Licensee shall make no other use of the Trademark.

1.2 Non-Assignment. Licensee acknowledges and agrees that the rights granted to Licensee by and obtained by Licensee as a result of or in connection with this Agreement are license rights only, and nothing contained in this Agreement constitutes or shall be construed to be an assignment of any or all of Licensor's rights in the Trademark.

Section 2 LICENSOR'S CONTROL

In order to protect and preserve Licensor's rights in the Trademark, Licensee understands, acknowledges, and agrees that (i) prior to the first date of Licensee's use of the Trademark in connection with the Legacy International College Prep Academy, Licensee shall obtain Licensor's approval of all aspects of such use; and (ii) once Licensee's use of the Trademark in connection with the Legacy International College Prep Academy is initially approved by Licensor, any subsequent alteration, modification, or change in such use must be reviewed and approved by Licensor prior to implementation of such alteration, modification, or change.

Section 3 USE OF THE TRADEMARK

3.1 Trademark Format. Licensor retains the right to specify, from time to time, the format in which Licensee shall use and display the Trademark, and Licensee shall only use or display the Trademark in a format approved by Licensor.

3.2 Proper Notice and Acknowledgment. Every use of the Trademark by Licensee shall incorporate in an appropriate manner the correct and proper spelling of the name and any and all information connected therewith the name and Trademark.

3.3 Annual Fee. Licensee, LICPA, herein enters into a trademark license agreement with Legacy International College Prep Academy, Inc. to use, reproduce and display the trademarks of Legacy International College Prep Academy in connection with its educational activities. The annual fee associated with this License is not to exceed 1% of the guaranteed basic support payment per pupil funding that the School receives. There will be no other additional fees or costs associated with this Agreement.

3.4 Impairment of Licensor's Rights. Licensee shall not at any, time, whether during or after the term of this Agreement, do or cause, to be done any act or thing challenging, contesting, impairing, invalidating, or tending to impair or invalidate any of Licensor's, rights in the Trademark or any registrations, accreditations or recognitions of the like, derived from such rights. The Southern Association of Colleges and Schools (SACS) accreditation specifically shall not be affected in any way due to the misuse or violation of requirements and guidelines set forth by the Southern Association of Colleges and Schools (SACS), Legacy International College Prep Academy or this Agreement.

3.5 Licensor's Rights and Remedies. Licensee acknowledges and agrees that Licensor has, shall retain, and may exercise, both during the term of this Agreement and thereafter, all rights and remedies available to Licensor, whether derived from this Agreement, from statute, or otherwise, as a result of or in connection with Licensee's breach of this Agreement, misuse of the Trademark, or any other use of the Trademark by Licensee which is not expressly permitted by this Agreement.

Section 4 AFFILIATION SERVICES

To ensure the School's academic and operational success, Licensor, Legacy International College Prep Academy, shall monitor the conduct and performance of the School and provide the School with assistance in the following areas:

- (a) staff selection and training; *on site Head of School hiring and training;*
- (b) curriculum and program development; *on site teacher training;*
- (c) Board governance training; *classroom management critique and assessment;*
- (d) public information and affairs; and *technology training;*
- (e) other areas identified by the Licensor *including to help attain accreditation;*
- (f) *other areas identified by the Licensor.*

Licensor will make available to the School certain model books, curriculum modules, or other documents or compilations of data that are identified with Legacy International College Prep Academy. Licensor authorizes the School to use such materials and best practices, subject to the terms and limitations of this Agreement, for activities that further the goals of the School.

Section 5
TERM AND TERMINATION

5.1 Term. The term of this Agreement shall be for two years ___ from the Effective Date; provided, however, that either party may terminate this Agreement, with or without cause, by delivering written notice of termination to the other party, and, unless a later date is specified in such notice, termination shall be effective sixty (60) days after the date such notice is given.

5.2 Termination for Cause. Notwithstanding the provisions of Section 4.1 of this Agreement, this Agreement and all rights granted hereby, including but not limited to Licensee's right to use the Trademark, shall automatically terminate without notice from Licensor if (i) Licensee attempts to assign, sub-license, transfer or otherwise convey, without first obtaining Licensor's written consent, any of the rights granted to Licensee by or in connection with this Agreement; (ii) Licensee fails to obtain Licensor's approval of Licensee's use of the Trademark in accordance with Section 2 of this Agreement; (iii) Licensee uses the Trademark in a manner in violation of, or otherwise inconsistent with, the restrictions imposed by or in connection with Section 3 of this Agreement; or (iv) Licensee uses the Trademark in a manner not expressly permitted by this Agreement.

5.3 Effect of Termination. All rights granted by this Agreement, including, without limitation, Licensee's right to use the Trademark, shall expire upon termination of this Agreement, and upon termination Licensee shall immediately cease and desist from all further use of the Trademark.

Section 6
MISCELLANEOUS

6.1 Assignment. Licensee shall not assign, sublicense, transfer, or otherwise convey Licensee's rights or obligations under this Agreement without Licensor's prior written consent. Licensee shall indemnify and hold harmless Licensor against all liability, costs, and expenses, including but not limited to a reasonable attorneys' fee, arising out of or in connection with claims relating to an attempted assignment, sublicense, transfer, or other conveyance of Licensee's rights and obligations.

6.2 Applicable Law. This Agreement shall be interpreted, construed, and enforced pursuant to, and in accordance with, the laws of the State of Nevada, entire Agreement. This Agreement supersedes all previous agreements, understandings, and arrangements between the parties, whether oral or written, and constitutes the entire agreement between the parties.

6.4 Amendments. This Agreement may not be modified, amended, altered, or supplemented except by an agreement in writing executed by the parties hereto.

6.5 Waivers. The waiver by either party of a breach or other violation of any provision of this Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the same or other provision of this Agreement.

6.6 Notice. Unless otherwise provided herein, any notice, demand, or communication required, permitted, or desired to be given hereunder shall be in writing and shall be delivered by hand, or by registered or prepaid certified mail through the United States postal service, return receipt requested, addressed as follows:

If to Licensor: Legacy International College Prep Academy (LICPA)
4946 Momenti Street
Las Vegas, NV 89135
Attention: Dr. David Meckley

If to Licensee:
Legacy Innovations International
1350 E. Flamingo #3318
Las Vegas, NV 89119
Attention: Greg Levitt

or to such other address, and to the attention of such other persons or officers as either party may designate by written notice. Any notice so addressed and mailed shall be deemed duly given three (3) days after deposit in the United States mail, and if delivered by hand, shall be deemed given when delivered, and if sent by facsimile, shall be deemed given on the first business day immediately following transmittal.

This Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement.

The articles and other headings contained in this Agreement are for reference purposes only, and shall not affect in any way the meaning or interpretation of the terms of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the date first set forth above.

LICENSOR:
LEGACY INNOVATIONS INTERNATIONAL

By: Greg Levitt Date
Legacy Innovations International, President

LICENSEE:
LEGACY INTERNATIONAL COLLEGE PREP ACADEMY

By: David Meckley Date
President

B.2.3 Names OF Committee Members

Founding Committee – Committee to Form

Legacy International College Prep Academy

Dr. David Meckley, President (Education)

Nevada Resident

University Professor, retired

Director of UNLV Field Placement/Student Teachers

Former School District Superintendent

Administrative License:

Affiliation with Charter: NO

Ms. Mia Banks- Member, (Business and Parent)

Nevada Resident

Affiliation with Charter: NO

Dr. Porter Troutman, Member (Education)

Nevada Resident

University Professor, Retired

Chair, Governors Task Force on Diversity

Teaching License: L 7952

Administrative License: L

Affiliation with Charter: NO

Chuck Edwards, Member, Col., USAF Retired (HR)

Nevada Resident

Base Commander, Air Force Pilot

Affiliation with Charter: NO

Mr. Ryan Krametbauer, Member (Legal)

Nevada Resident

Willamette College of Law School Graduate, May, 2012, License to practice law in Nevada pending, expected October 2012

Affiliation with Charter: NO

In the formation of the founding governance committee, LICPA has complied with the following guidelines for the compilation and selection of members:

Identify a committee to form the school that is composed of members representing the diversity of the community the school proposes to serve; is free from domination by members of the same Identify a committee that includes at least one teacher who is licensed to teach the grades proposed to be served by the school; religious, ethnic, or racial group; and lacks related (by birth or marriage) parties. Identify a committee that has the capacity to oversee the successful development and implementation of the education program presented in the application; to oversee the effective and responsible management of public funds; and to oversee and be responsible for the school's compliance with its legal obligations. Identify a committee that will represent the community well and includes members who are aware of their duties and responsibilities as public servants. Identify a committee that will generally have the capacity to found and sustain a quality school.

Attachment B.2.4 "Request for Information from Prospective Charter School Board Members"

Each Committee to Form the School member's response to the "Request for Information from Prospective Charter School Board Members" in Appendix 1.

See Attachments

Dr. David Meckley, Questions for Board Members

David Meckley

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter School requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purposes in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

My resume is enclosed.

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes

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

Through conversations with friends still working in education.

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

My educational background spans both basic education and university levels. I have been a teacher, building administrator, and district superintendent at the basic level. I have been coordinator of field experiences for UNLV that involved collaboration with Clark County Schools. I have taught both undergraduate and graduate level courses at universities.

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 represented Pennsylvania principals on the Pennsylvania Interscholastic Athletic Association (PIAA) Board of Control for three years.

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

The role of a public charter school board member should consist of the following:

- *to understand and support the unique mission and values of charter school*
- *to understand the expected objectives and outcomes*
- *to understand the evaluation process relative to the objectives and outcomes*
- *to understand the strategies for governance and management*
- *to foster trust and respect through strong leadership*
- *to understand that assessment is needed to keep the school on course*

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

Proven effective educational leadership skills and proven teacher skills in high and low income areas. Effective experience in special education and with federal programs as assistant superintendent. Planning skills as Chairman of the Secondary Principals state convention.

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?

Toward the end of the first year I would assume that the school would be a vibrant learning environment. Special emphasis should have been noted in the following:

- *program evaluation and assessment*
- *management policies and implementation*
- *plans for financial stability*
- *evaluation of needed external services*
- *requests for admittance increased as success of students is noted*

II. Educational Philosophy

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

The school's mission is to have students achieve academic success and to prepare students to be able to pursue their chosen profession in a successful manner. The school should have taught a love for life time learning that will allow them to contribute in a meaningful way to society.

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

Learning requires Participation! The Legacy Hybrid Model provides the best opportunity for participating while learning. The online and face-to-face education provides that students be responsible for their learning. This factor, along with the contact with school personnel permits students to be unrestrained in their desire to complete tasks, not bound by time-lines. This model allows for different learning rates for different students without attaching a stigma to "slower" learners.

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 of two to ensure that this school is successful?

Research clearly indicates that successful schools start with effective leadership followed by a clear vision of what is to be accomplished and motivation to accomplish the mission. All members of the school society must be on board and all members must be willing to work together to accomplish the mission. Strategic planning, three to five years, must be developed in order to ensure a smooth movement toward the mission goal.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

I was in the same department at UNLV as Dr. Levitt and Dr. Grubaugh. I play golf with Col. Charles Edwards, USAF retired.

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

None

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 the nature of the potential business.

None

14. If the school proposes to partner with an educational service provider/Educational Management Organization(a management company), 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 play golf with Dr. Levitt; I know Dr. Grubaugh from having been in the same department at UNLV prior to my retirement.

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? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

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

N/A

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

N/A

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.

Would follow guidelines relative to this kind of activity. On no account would I be silent to the situation!

Col Charles Edwards

Charles R. Edwards

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter School requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purposes in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

See attached resume

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes, I am

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

Through a friend

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

I have an extensive background in military education and training. Attended several military education programs. My Masters and post graduate work at Columbia University reflect a desire to further my education. I would like the opportunity to serve our community in this capacity.

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 served and been president on numerous promotion, awards and special placement boards. I have been on a homeowners association board for the past fifteen years, the last three as president.

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

The role of a public charter school board member should consist of the following:

- understand and support the unique mission of charter schools
- understand the expected objectives
- Proved strong leadership.
- Implement the strategies for governance and management
- continual assessment to determine the direction of the school
-

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

Proven management and leadership capabilities. Having been responsible for thousands of military and civilian personnel, I understand the need for sound organization and planning.

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

I believe that at years end the school should have the best quality learning environment with the finest possible teachers and programs. All services, policies, financial plans, and facilities would be in place.

II. Educational Philosophy

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

The school's mission will be to maximize learning and to prepare students for college enrollment. To also instill core values to become valued members of society.

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

I am extremely impressed with the concept of on-line and face-to-face teaching. This allows each student to progress at his or her own rate. We need cutting edge technology to insure students are afforded the best education.

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 of two to ensure that this school is successful?

All members both board and teachers must share the same vision to want a successful, quality program. There must be a strong strategic plan in place to insure the educational vision can be attained. Goals should be established to provide guidance and structure necessary for a quality charter school.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Dr. Levitt and Dr. Meckley -- friends

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

None

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 the nature of the potential business.

None

14. If the school proposes to partner with an educational service provider/Educational Management Organization(a management company), 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 know Dr. Levitt and Dr. Meckley – golf partners

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? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

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

N/A

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

N/A

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.

Strict rules must be in place. Unacceptable behavior can not be tolerated.

Dr. Porter Troutman

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

My resume is enclosed.

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes

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

I became aware of the proposed charter school through a friend.

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

I have an education background and have worked in elementary, preservice and in-service programs for over forty years. I have served as administrator of a competency based teacher education program working in collaboration with the school district, university and community.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial 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 am currently serving on three Boards and was the administrator of an Urban Teacher Education Program (Teacher Corps)

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

The role of a public charter school board member should consist of the following:

- *Understanding and believing in the mission and core values.*
- *Clear on the outcomes and objectives and how they are evaluated.*
- *Implementing and planning strategies for governance and management.*
- *Creating strong leadership for trust and respect.*
- *On going assessment of where the school is and where it should be.*

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

Effective school leadership skills, competency based education, & diversity.

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

At the end of the first year of planning; the following components should be completed:

_ Student and program assessments

_ Governance policies

_ Financial plan

_ Obtaining adequate facilities

_ Accessing ancillary and external services

II. Educational Philosophy

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

The school's mission is to maximize academic achievement and prepare students to enroll in any college of their choice and develop life-long learners who are prepared to contribute purposefully to society.

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

Excellent! The Legacy Hybrid Model provides the best of online and face-to-face education. We will employ highly qualified teachers with specialized training in teaching in a hybrid classroom, utilize the Legacy Learning Management System, and incorporate the Legacy Enhanced Curriculum. The school's standard and enhanced curriculum prepares students with problem solving, decision-making and strong leadership skills. Extensive use of cutting edge technologies will allow authentic learning opportunities for students and allow parents to interact with school personnel and be an integral part of the school experience.

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?

The characteristics of a successful school consist of a shared vision, passion and motivation. —All members of the founding group should share the same educational vision and provide ongoing evaluation of the mission and changing duties. Also, a variety of people with entrepreneur skills, planning skills, management skills are necessary to ensure the success of the school. A three-to-four-year strategic plan and a comprehensive outline of how the educational vision can be attained through the implementation and development of the charter

school should be developed. The strategic plan should include the business plan for the charter school as well as the processes to be used by the members of the core

founding group to build the organizational structure and culture necessary

for a successful charter school.

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III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Dr. Levitt and Dr. Grubaugh and I work at UNLV.

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

None!

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

None!

14. If the school proposes to partner with an educational service provider/Educational Management Organization (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

I am an acquaintance of Greg Levitt and Steve Grubaugh of Legacy Innovations International.

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? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

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

N/A

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

N/A

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 have guidelines in place to prevent this kind of activity.

Ryan Krametbauer

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

My resume is enclosed.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes.

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

My girlfriend, an elementary teacher, put me in-touch with Dr. Steven Grubaugh.

4. Explain why you would like to serve on the board.

As a former student athlete, I believe my experience in balancing academics and sport in both high school and college will provide valuable insight to the board.

5. 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 served as President on the board of a not-for-profit ice hockey club at the University of Nevada, Las Vegas. As President, I was tasked with scheduling games, budgeting the season, and organizing travel.

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

A public charter school board member should:

- *Always do what is in the best interest of the students*
- *Manage expectations, and*
- *Maintain accountability for outcomes and results*

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

As a former student athlete in both high school and college, I understand the difficulties in maintaining academic performance while managing a demanding sport schedule.

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

At the end of a successful first year, the following should be evaluated:

- *Student performance*

- *Program assessment*
- *Facility adequacy, and*
- *Financial responsibility*

II. Educational Philosophy

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

The school's mission is to maximize academic achievement and prepare student athletes for the competitive application process of college/university.

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

The school's proposed program uses a hybrid approach of face-to-face and online education. Additionally, the school will employ qualified teachers.

11. 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 must maintain accountability of its teachers/educators. It must budget responsibly, always keeping the best interests of the students at heart. During the first year, in order to ensure success, the board must implement a comprehensive strategic plan aimed at maximizing results for student athletes. Such a plan must be conducive to change and alteration if needed.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Dr. Steven Grubaugh.

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

No.

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

No.

15. If the school proposes to partner with an educational service provider/Educational Management Organization (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

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

N/A

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

N/A

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).

Report it to the appropriate authorities and/or board members in an effort to maintain the integrity of the school.

Mia Banks

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume

I have 2 years of college and currently I am the VP of Gaming Operations for Las Vegas Sands Corporation based in Las Vegas for The Venetian / The Palazzo.

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes

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

I became aware of the proposed charter school through the Darling Tennis Center.

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

I am very interested in how a charter school will work for all of junior athletes across 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, I am not currently or have in the past.

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

The role of a public charter school board member should consist of the following:

- *Understanding and believing in the mission and core values.*
- *Clear on the outcomes and objectives and how they are evaluated.*
- *Implementing and planning strategies for governance and management.*
- *Creating strong leadership for trust and respect.*
- *On going assessment of where the school is and where it should be.*
- *How it will integrate will all different types of junior athletes around the area.*

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

Effective leadership skills, competency in organizational skills and execute the task at hand. How the community will work together with educational and the corporate world.

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

At the end of the first year of planning; the following components should be completed:

_ Student and program assessments

_ Governance policies

_ Financial plan

_ Obtaining adequate facilities

_ Obtain other sponsors

II. Educational Philosophy

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

The school's mission is to maximize academic achievement and prepare students to enroll in any college of their choice and develop life-long learners who are prepared to contribute purposefully to society and mostly importantly to evaluate themselves to show compassion and generosity to others.

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

Excellent! The Legacy Hybrid Model provides the best of online, hands-on approach and face-to-face education. We will employ highly qualified teachers with specialized training in teaching in a hybrid classroom, utilize the Legacy Learning Management System, and incorporate the Legacy Enhanced Curriculum. The school's standard and enhanced curriculum prepares students with problem solving, decision-making and strong leadership skills. Extensive use of cutting edge technologies will allow authentic learning opportunities for students and allow parents to interact with school personnel and be an integral part of the school experience.

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?

The characteristics of a successful school consist of a shared vision, passion and motivation. —All members of the founding group should share the same educational vision and provide ongoing evaluation of the mission and changing duties. Also, a variety of people with entrepreneur skills, planning skills, management skills are necessary to ensure the success of the school. A three-to-four-year strategic plan and a

comprehensive outline of how the educational vision can be attained through the implementation and development of the charter

school should be developed. The strategic plan should include the business plan for the charter school as well as the processes to be used by the members of the core

founding group to build the organizational structure and culture necessary

for a successful charter school. Should include some kind of charity or public service education as well. Giving and listening skills are crucial for character building as young adults.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Dr. Levitt and Dr. Grubaugh both from the Darling Tennis Center.

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

None.

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

None.

14. If the school proposes to partner with an educational service provider/Educational Management Organization (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

I am an acquaintance of Greg Levitt and Steve Grubaugh of Legacy Innovations International.

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? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

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

N/A

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

N/A

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.

As a Key Employee License holder for the state of Nevada, I would make sure that policy and procedures will be in place to replace the board member and any association with the charter and all other future charters.

B.3.1.2 Information related to the EMO

The name of the Educational Service Provider is Legacy Innovations International, an Educational Management Organization. The contact persons for Legacy Innovations International are Greg Levitt, CEO, and Steven Grubaugh, COO. The telephone number and mailing address are (702) 682-6011 and 1350 E. Flamingo #3318, Las Vegas, NV 89119.

The only Nevada school with which the EMO will contract with is Legacy International College Prep Academy (LICPA).

Contact

Dr. GREG LEVITT

Legacy Innovations International

1350 E. Flamingo # 3318

Las Vegas, Nevada, 89119

(702) 682-6011

glevitt@mac.com

Legacy Innovations International does not have any other Nevada schools with which the EMO/CMO/ESP contracts to provide services of any kind.

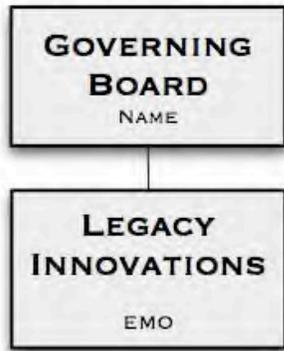
Relevant evidence of the Legacy Innovations International's educational and management success.

LEGACY INNOVATIONS INTERNATIONAL has extensive experience in traditional and distance education and the innovations they bring to a blended school for our students. Both Dr. Levitt and Dr. Grubaugh, who

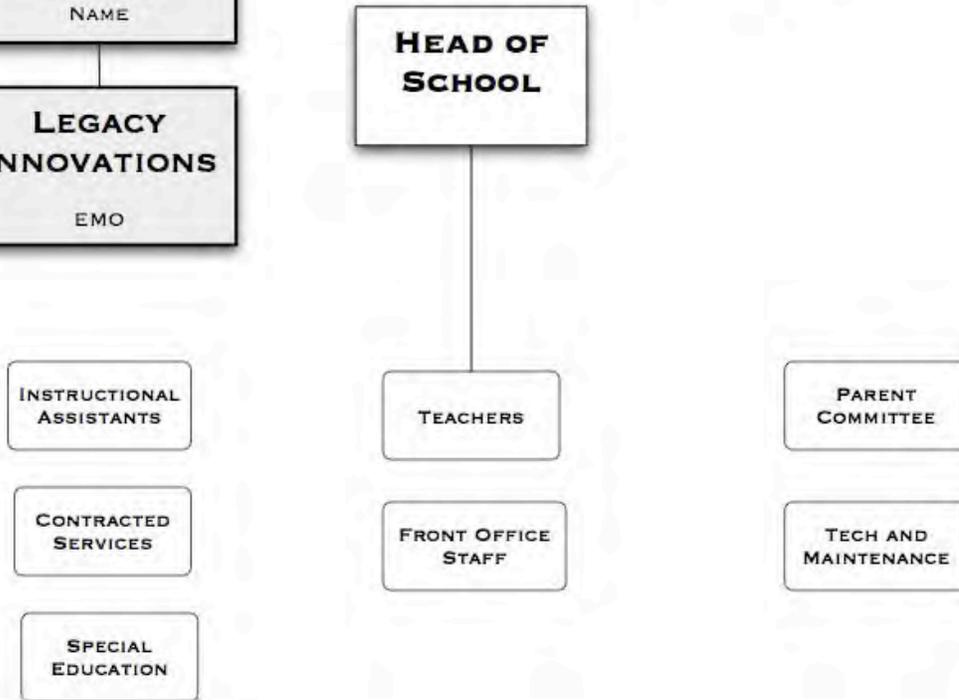
operate the Service Provider, have extensive business and management experience. As evidence of success and experience, Dr. Levitt served as a successful high level administrator at UNLV for eight years. Dr. Levitt was department chair of the largest department at UNLV and was responsible for and managed millions of dollars in the budget and over 90 personnel under his direct supervision. Dr. Levitt also had substantial budgetary and fiscal responsibility throughout his tenure as chair of the Department of Teaching and Learning (formerly Curriculum and Instruction) and as an assistant dean. Dr. Levitt was a key professional in the founding and training of teachers of the well-known Agassi Charter School in Las Vegas Nevada. Dr. Levitt's and Dr. Grubaugh's resumes indicate strong evidence of long term and sustainable success in working with traditional schools, online only schools, charter schools, education agencies and colleges and universities in blended learning contexts. Both have a high level of expertise in online and blended learning, online and blended learning teacher training techniques at the K-12, undergraduate and graduate level.

Mrs. Sandy Foley, a parent of two students in the LICPA pilot program and manager of the Darling Tennis Center Junior Athletic Program, has personal and professional experience with LEGACY INNOVATIONS INTERNATIONAL and finds it an EMO that can deliver the specific program we desire for parents and a diverse student population of Jr. Athletes. All parents and students have been very satisfied and pleased with the performance of a two-year pilot program of best practices in blended education program that the educational management organization has overseen at the Darling Tennis Center in Las Vegas, Nevada. DTC parents have had great confidence in LII.

Attachment B.3.3 Organizational Chart



LICPA Organizational Chart



B.3 Affidavits

David Meckley Affidavit

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of Clark)

COMES NOW _____, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at (street, city, zip code) 4946 MOMENT; ST. Las Vegas,
89135
2. I intend to serve on the governing body of Legacy International College a public charter school in Nevada.
Prep Academy
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I attest that my membership on the governing body of the charter school violates no membership restrictions, including but not limited to those identified in NAC 386.345(2)(3):

NAC 386.345 Governing body: Restrictions on membership; responsibilities; submission of certain information to Department and sponsor; approval of minutes of public meetings. (NRS 386.540, 386.549)

2. The membership of the governing body of a charter school shall not include:
 - (a) An employee of the governing body or charter school, including, without limitation, an administrator or teacher.
 - (b) Except as otherwise provided in this paragraph, any person who:
 - (1) Owns, operates, is employed by or receives compensation from a corporation, business, organization or other entity that enters into a contract with the governing body or charter school; or
 - (2) Is related by blood or marriage to a person described in subparagraph (1).
- Pursuant to the requirements of NRS 332.800, a person described in this paragraph may serve on the governing body if the person has entered into a contract with the governing body to provide goods or services to the charter school without profit or at no

cost to the charter school. The governing body shall maintain documentation of the terms of such a contract.

3. If a person serves on the governing body of a charter school as a representative of a nonprofit organization or business, not more than one other member of the governing body may also serve as a representative of that organization or business or otherwise represent the interests of that organization or business. In no event may representatives of the same organization or business serving on the governing body constitute a majority of the members of the governing body.

8. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised August 2012."

DATED this 27 day of August, 2012.

State of Nevada
County of Clark

Signature: David A. Mackley

SUBSCRIBED and sworn to before me by

David A. Mackley

this 27 day of August, 2012.

Laurie A. Perry, Notary Public



Col. Charles Edwards Affidavit

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of Clark)

COMES NOW Charles R. Edwards, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at (street, city, zip code) 10492 Ceratto Lane
Las Vegas, NV 89135

2. I intend to serve on the governing body of Legacy International, a public charter school in Nevada. College Prep Academy

3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.

4. There are not any such charges pending to the best of my knowledge.

5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.

6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.

7. I attest that my membership on the governing body of the charter school violates no membership restrictions, including but not limited to those identified in NAC 386.345(2)(3):

NAC 386.345 Governing body: Restrictions on membership; responsibilities; submission of certain information to Department and sponsor; approval of minutes of public meetings. (NRS 386.540, 386.549)

2. The membership of the governing body of a charter school shall not include:

(a) An employee of the governing body or charter school, including, without limitation, an administrator or teacher.

(b) Except as otherwise provided in this paragraph, any person who:

(1) Owns, operates, is employed by or receives compensation from a corporation, business, organization or other entity that enters into a contract with the governing body or charter school; or

(2) Is related by blood or marriage to a person described in subparagraph (1).

➤ Pursuant to the requirements of NRS 332.800, a person described in this paragraph may serve on the governing body if the person has entered into a contract with the governing body to provide goods or services to the charter school without profit or at no

cost to the charter school. The governing body shall maintain documentation of the terms of such a contract.

3. If a person serves on the governing body of a charter school as a representative of a nonprofit organization or business, not more than one other member of the governing body may also serve as a representative of that organization or business or otherwise represent the interests of that organization or business. In no event may representatives of the same organization or business serving on the governing body constitute a majority of the members of the governing body.

8. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised August 2012."

DATED this 25 day of August, 2012.

Signature: _____



SUBSCRIBED and sworn to before me by

David Le

this 25th day of August, 2012.



_____, Notary Public



AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of CLARK)

COMES NOW MIA M. BANKS, being first duly sworn, duly states under penalty of perjury as follows:

- 1. I am currently residing at (street, city, zip code) 1812 TAOS ESTATES STREET, LAS VEGAS, NV 89128
2. I intend to serve on the governing body of LEGACY INTERNATIONAL COLLEGE PREP ACADEMY, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I attest that my membership on the governing body of the charter school violates no membership restrictions, including but not limited to those identified in NAC 386.345(2)(3):

NAC 386.345 Governing body: Restrictions on membership; responsibilities; submission of certain information to Department and sponsor; approval of minutes of public meetings. (NRS 386.540, 386.549)

- 2. The membership of the governing body of a charter school shall not include:
(a) An employee of the governing body or charter school, including, without limitation, an administrator or teacher.
(b) Except as otherwise provided in this paragraph, any person who:
(1) Owns, operates, is employed by or receives compensation from a corporation, business, organization or other entity that enters into a contract with the governing body or charter school; or
(2) Is related by blood or marriage to a person described in subparagraph (1).
- Pursuant to the requirements of NRS 332.800, a person described in this paragraph may serve on the governing body if the person has entered into a contract with the governing body to provide goods or services to the charter school without profit or at no

cost to the charter school. The governing body shall maintain documentation of the terms of such a contract.

3. If a person serves on the governing body of a charter school as a representative of a nonprofit organization or business, not more than one other member of the governing body may also serve as a representative of that organization or business or otherwise represent the interests of that organization or business. In no event may representatives of the same organization or business serving on the governing body constitute a majority of the members of the governing body.

8. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised August 2012."

DATED this 28 day of AUGUST, 2012.

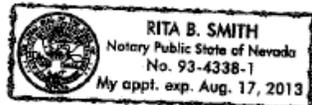
Signature: Mia M. Banks

SUBSCRIBED and sworn to before me by

Mia M. Banks

this 28th day of August, 2012

Rita B. Smith, Notary Public



Ryan Krametbauer Affidavit

PAGE 1 OF 1

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of Clark)

COMES NOW Ryan Krametbauer, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at (street, city, zip code) 4650 Palisades Canyon Circle, Las Vegas, NV 89129
2. I intend to serve on the governing body of Legacy International College Prep. Academy, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I attest that my membership on the governing body of the charter school violates no membership restrictions, including but not limited to those identified in NAC 386.345(2)(3):

NAC 386.345 Governing body: Restrictions on membership; responsibilities; submission of certain information to Department and sponsor; approval of minutes of public meetings. (NRS 386.540, 386.549)

2. The membership of the governing body of a charter school shall not include:
 - (a) An employee of the governing body or charter school, including, without limitation, an administrator or teacher.
 - (b) Except as otherwise provided in this paragraph, any person who:
 - (1) Owns, operates, is employed by or receives compensation from a corporation, business, organization or other entity that enters into a contract with the governing body or charter school; or
 - (2) Is related by blood or marriage to a person described in subparagraph (1).
- Pursuant to the requirements of NRS 332.800, a person described in this paragraph may serve on the governing body if the person has entered into a contract with the governing body to provide goods or services to the charter school without profit or at no

cost to the charter school. The governing body shall maintain documentation of the terms of such a contract.

3. If a person serves on the governing body of a charter school as a representative of a nonprofit organization or business, not more than one other member of the governing body may also serve as a representative of that organization or business or otherwise represent the interests of that organization or business. In no event may representatives of the same organization or business serving on the governing body constitute a majority of the members of the governing body.

8. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised August 2012."

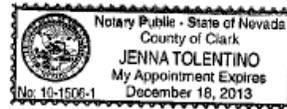
DATED this 27 day of August, 2012.

Signature: [Handwritten Signature]

SUBSCRIBED and sworn to before me by

this 27th day of August, 2012.

[Handwritten Signature], Notary Public



Porter Troutman Affidavit Dr. Troutman was detained in Louisiana during Issac and will be forwarding his Affidavit to the state ASAP

Resumes and Administration & Teaching Certificates

David Meckley Educational Administration License

Commonwealth of Pennsylvania



Professional Certificate

This certificate entitles
DAVID A. HECKLEY

to practice the "art of teaching" and render professional service in the
endorsement areas hereon in the schools of the Commonwealth of Pennsylvania

TEMPLE UNIVERSITY PA

| Type Code | Years Valid | Date Issued | Area of Certification | Type Code | Years Valid | Date Issued | Area of Certification |
|-----------|-------------|-------------|---------------------------|-----------|-------------|-------------|-----------------------|
| 30 | 99 | 11/69 | BIOLOGY | 80 | 99 | 11/69 | GENERAL SCIENCE |
| 32 | 99 | 11/72 | SECONDARY SCHOOL GUIDANCE | 84 | 99 | 06/79 | SECONDARY PRINCIPAL |
| 90 | 99 | 12/85 | SUPERINTENDENT | | | | ***** |
| | | | ***** | | | | ***** |
| | | | | | | | |

| | | | | | | |
|---|----------------------------|-------------------------|-------------------------------|-----------------------|---------------------------|------------------------|
| T | 01 Emergency | 05 Limited Special | 26 Coordinator I | 55 Interim Standard | 70 Permanent Standard | 83 Administrative I |
| C | 02 Waiver of Certification | 10 Partial | 27 Coordinator II | 35 Vocational Interim | 71 Perm. St. Stand. Limit | 84 Administrative II |
| Y | 03 Emergency | 21 Vocational I | 30 State Standard | 40 Standard | 75 Permanent Equivalent | 85 Master's Equivalent |
| O | 04 Emergency | 22 Vocational II | 31 Educational Specialist I | 45 Normal Certificate | 80 Permanent | 86 Program Specialist |
| P | 05 Emergency | 23 Vocational III | 32 Educational Specialist II | 50 Interim | 81 Supervisory I | 90 Eligibility |
| E | 06 Emergency | 24 Elem. Temp. Standard | 33 Educational Specialist III | 51 Intern | 82 Supervisory II | |

00 COMPETENCY AREA REGISTRATION IN CONJUNCTION WITH VOCATIONAL INSTRUCTION

100-32-3033 40 00-000000

Authorized by the Secretary of Education

Porter Troutman Educational Administration & Teaching License

STATE OF NEVADA CERTIFICATE FOR EDUCATIONAL PERSONNEL

L 7952

This Is to Certify That **PORTER LEE TROUTMAN, JR.** *has complied with the prescribed rules and regulations of the State Board of Education and the Superintendent of Public Instruction has granted this Certificate, which authorizes the holder to teach in the schools, grades or branches of learning named below.*

| KIND OF CERTIFICATE | VALID FROM-TO | RENEWABLE | SPECIAL ENDORSEMENTS |
|---------------------------|------------------|-----------|--------------------------------|
| **Elementary Professional | 3/23/82 - 4/4/92 | YES | Elementary Teaching K-8 |
| **Special Professional | 3/23/82 - 4/4/92 | YES | Administration K-12 |
| **Special Professional | 3/23/82 - 4/4/92 | YES | Admin. Curr. Instr. Supv. K-12 |
| Secondary | 3/23/82 - 4/4/92 | YES | Secondary Substitute 7-12 |
| | | | |
| | | | |
| | | | |
| | | | |

Checked (x) provisions must be removed by **March 23**, 19 **83**, to maintain validity:

- Nevada School Law Nevada Constitution U.S. Constitution
- Other (X) Coursework in Guidance & Counsel. With Emphasis on Parental Involvement. For Adm'n. K-12, Graduate Level, & Univ./College Credit in "Staff Development & Personnel Relations" and School Law.

Dea Sanders
Superintendent of Public Instruction

CC: Clark County School District - 3/25/82

31972

Board Member Resumes

David Meckley Resume

4946 Momenti Street
Las Vegas, NV 89135
(h) 702-228-1374
(c) 702-301-0766
dmeckley@embarqmail.com

Dr. David A. Meckley

Experience

2004 – August, 2008 UNLV Department of Curriculum and Instruction, Coordinator of Field Experiences, Faculty in Residence

Coordinated field experiences for the Curriculum and Instruction Department; duties included working with Clark County School District, Las Vegas, in securing placements for UNLV students; interviewing and hiring supervisors, in-service training of supervisors, arranging and conducting orientation sessions for practicum and student teachers; overseeing the operation of the student teaching seminar; participating in cooperating teacher workshops; meeting with CCSD personnel to resolve conflicts/concerns relative to field experience students.

Acted as the conduit for COE Field Experiences relative to the CCSD in the absence of a COE Coordinator of Field Experiences.

Represented C&I on the COFE and TEC committees relative to field experience matters.

Taught classes in management, introduction to elementary and secondary education,

1997 – 2004 College of Education Coordinator of Field Experience

Coordinated field experiences for the College of Education. Represented the College of Education in matters involving UNLV students in their placements with CCSD.

EDUCATION CAREER IN PENNSYLVANIA

1988 – 1992 – Superintendent of the Steelton-Highspire School District

**1984 – 1988 – Assistant to the Superintendent for Special Education and
Federal Programs, Palmyra Area School District**

1976 – 1984 – Assistant Principal, Palmyra Ares High School

1970 – 1976 – Personal Counselor, Palmyra Area School District

1965 – 1970 – Biology Teacher, Palmyra Area High School

Other Professional Experiences in Pennsylvania

Represented state principals on the PIAA Board of Control, three years
Chairman of PA Association of Secondary School Principals annual convention
Chaired Middle States Evaluation Committees
Head football coach; assistant track coach
Football Official at both the college and high school levels
Athletic director
Director of Capital Conference golf tournament

OTHER EXPERIENCE

1993 – 1996 – Instructor, Nova University – taught courses in Educational Administration/Leadership, Organizational Management, and Personnel

Education

1989 Doctorate in Educational Administration, Temple University
1970 Masters of Science in Counseling, Shippensburg University
1965 Bachelor of Science in Biology, West Chester University

Professional Affiliations

1994 – 1996 – Supervisor, UNLV – Supervised Student Teachers and Practicum students
2001 – served on NCATE committee for UNLV
2002 – served on national committee for higher education field experience curricula

Col. Charles Edwards
Resume

CHARLES R. EDWARDS (COLONEL USAF RETIRED)

Colonel Edwards was born on February 3, 1941, in Walton, N.Y. He graduated from Walton Central High, and then attended Colorado State University, Fort Collins Colo., graduating with a Bachelor of Science degree in mathematics in 1963. In 1976, he received his master's degree in business administration/management from Webster College, St. Louis, Missouri. In 1989 he completed the Graduate School of Management course at Columbia University, N.Y. He completed Squadron Officer School (1972), Air Command and Staff (1975) and Air War College (1985) all in residence.

He received his commission in January 1964 and entered Undergraduate Pilot Training at Moody AFB, Ga., in the same year. The follow-on assignments include:

F-4 Davis-Monthan AFB, Ariz 1965

F-4 Bentwaters, England 1965-1967

F-4 Wheelus AFB, Libya, North Africa 1967

F-4 Cam Ranh Bay AB, Vietnam 1968--where he flew 169 combat missions (100 over the North) accumulating more than 250 hours of combat in the F-4.

Colonel was then assigned to Laughlin AFB, Texas where he flew the T-37 and T-38 and held positions as instructor and flight examiner. He was assigned to the 559th Instructor Training Squadron (first time was in the F-4 in Vietnam) in 1972. In 1973 to 1976 he was an air operations officer, operational plans Headquarters Air Training Command at Randolph AFB, Texas.

In late 1976 he transferred to the Tactical Air Warfare Center, Eglin AFB, Fla., where he again flew the F-4 as well as the being the wing executive officer. In 1979 he returned to Reese AFB, Texas as the T-38 operations officer and in 1981 he assumed command of the 85th Flying Training Squadron, Laughlin AFB, Texas. In 1984 he attended Air War College, Maxwell AFB, Ala.

Following Air War College he was assigned to Reese AFB, as deputy commander for operations, 64th Flying Training Wing until 1986 when he became commander of the 64th Air Base Group. In 1987 he became the commander of the 14th Flying Training Wing, Columbus AFB, Miss. His final assignment from 1989 to 1990 was as the Center Commander Goodfellow AFB, San Angelo Tx.

Colonel Edwards is a Command pilot with over 4500 military flying hours. His military decorations and awards include the Legion of Merit with two oak leaf clusters, the Distinguished Flying Cross, Meritorious Service Medal with four oak leaf clusters, Air Medal with 13 oak leaf clusters, Air Force Commendation Medal, Air Force Outstanding Unit Award with two oak leaf clusters, Vietnam Service Medal, Republic of Vietnam Gallantry Cross with device and the Republic of Vietnam Campaign Medal. In 1982, he was named the Command winner of the Lance B. Sijan Award for leadership.

Colonel Edwards is married to the former Diana B. Mosher of Del Rio, Texas. They have three children: Laura, Lisa and Stephanie.

After nearly 27 years in the Service, Colonel Edwards retired to Las Vegas, Nevada where he flew the Boeing 737 out of McCarran international airport until 2007, logging over ten thousand hours since 1991. He stays active in the community affairs, works with the Air Force Association, Daedalians, metro police department volunteer and the president of a homeowners association.

Mia Banks Resume

Mia M. Banks (Parent)
1812 Taos Estates Street
Las Vegas, NV 89128
(702) 371-5432 (cell); (702) 219-5158 (work cell); (702) 414-1638 (work)
mia.banks@venetian.com

OBJECTIVE

To provide leadership to Macau region-wide casino operations that ensures an attractive, exciting and fair gaming experience by providing unmatched guest service while creating a positive and a productive work environment for its team members.

STRENGTHS

- Zero tolerance for compliance violations and minimal internal controls disconnects
- Passion for Guest relations and respect of cultural differences
- Easy to administer and monitor operations policies and procedures
- Productive interactions with Cage, Credit, Player Development, Marketing (Domestic and International), Security, Surveillance and other supporting departments
- Emphasis on revenue building and cost containment
- Development and training of future operations leaders

PROFESSIONAL EXPERIENCE

DIRECTOR | TABLE GAMES (12/2009 to present)

Responsibilities: Assist the Vice President of Casino Operations in managing the casino with a game spread between 264 to 275 Table Games. Work closely with Domestic and Asian Marketing, Credit, Security, and Surveillance to ensure a positive guest experience. Review policies and procedures for MICS compliance. Communications with Senior Management regarding daily profitability of all Table Games and interacting with all high profile guests.

Develop and analyze reports pertaining to:

- Focus on Mobil and Forbes shops and scores
- Management of high limit salons that includes Paiza (IGS)
- Casino Division's Strategic Plan
- Budget variations
- Inventory control
- Payroll
- Game performance

- Team member performance
- Promotional effectiveness
- Surveillance incident reports
- Player skill checks and profiles
- Team member relations with Human Resources
- Departmental discipline
- Product enhancement
- HR Advisory Board
- A Day in a Life Project – Casino Cocktail Service
- SARC Committee with Compliance

SHIFT MANAGER | TABLE GAMES (12/2007 to 12/2009)

Responsibilities: Assist the Executive Director of Table Games to monitor the game spread on designated shifts at the Palazzo. Oversee day-to-day operations. To manage the casino floor ensuring unmatched guest and team member service, proper game pace, and compliance with gaming and company regulations and procedures, in order to maximize company revenue. Attend to guest complaints with tact and diplomacy. Closely observe table limits to ensure they reflect fluctuations in business levels. Report violations of any regulatory requirements and/ or any actual or suspected irregularities immediately to the Executive Director of Table Games. All duties are to be performed in accordance with the company and remain in compliance with all Nevada Gaming Control Board's regulations.

Projects:

- Card inventory control
- Labor/payroll analysis
- Game performance analysis
- Surveillance analysis
- Player analysis
- Annual team member performance evaluation process
- Opening and closing of Paiza (International Gaming Salon) training for all shifts
- Provided training in Asian Culture to all managers and supervisors (gaming and related departments)
- Trained Assistant Shift Managers on rules and configurations for a BJ and Baccarat Tournaments
- Conduct Coffee Meetings to improve communication
- Training and development of all dual-rated positions
- Developed the current process for reviewing 90-day probationary team members progress
- Developed and trained all floor supervisors and above on rim card transactions and call bets

DEVELOPMENTAL ASSIGNMENTS – MARCH, 2006 THROUGH DECEMBER 2007

- Chosen by Senior Vice President of Operations and Vice President of Casino Operations to **prepare the Critical Path for the opening of Palazzo for all Casino Operations Division** which included: Table Games, Credit, Race & Sports, Casino Administration, Palazzo Paiza, Poker, 40/40 Club Gaming Lounge, and Slots (1/2007 to 12/2007):
 - Construction meetings
 - Contracts and delivery schedules
 - FF & E and inventory
 - Signage
 - IT equipment and Telecomm
 - Uniforms
 - Shift bids from Venetian to Palazzo
 - Training calendars and materials
 - Inter-departmental checklists and cross training simulations
 - Budget and CAPEX for 2007 for all Departments
 - Scheduling Systems
 - Union labor
 - Traveled to Michigan State University to recruit graduate students for future LDA Programs with Hotel Ops and HR

- Applied and chosen by Senior Management to participate in the **first LAS VEGAS SANDS Internal Leadership Development Program**. Rotations included Casino Marketing, Hotel Operations, and Food & Beverage (3/2006 to 1/2007). The program required extra (16) hours a week devoted to the development program while maintaining salaried (40) hour work weeks. Selected for special project assignment - Critical Path for Casino Operations for the opening of Palazzo.
 - Casino Marketing included – Slot Ambassadors, Casino Services, Player Development Representatives/ Casino Hosts, Direct Marketing, Advertising, Special Events, Venetian Players Club, VIP Services, Butler Services, Brach Marketing, and Casino Analysis.
 - Hotel Operations included – Front Office, Telecommunications, Suite Reservations, Guest Services, Housekeeping, Security, and Concierge.
 - Food & Beverage included – Conference Management, Banquets, Meeting Services, Business Center, Culinary Operations, Beverage, IN-SUITE Dining, Stewarding, Refreshment Center, Pool Operations, EVENTS (Wedding, Floral, Photo and Video Services), The Paiza Club, Retail, Entertainment Operations, and the Gondolas.

ASSISTANT SHIFT MANAGER & PIT MANAGER | TABLE GAMES (3/2001 to 12/2007)

Responsibilities: Assist the Evening Shift Manager by energizing the Venetian Hospitality Standards and Keys to Unmatched Service through positive communication. Challenge team members to exceed the guest's expectations and provide the proper tools and encouragement to those who have yet to achieve this level. Monitor pit areas to ensure all policies and procedures are adhered to and communicate all pertinent information through the chain of command. Manage the gaming floor to maximize profits and minimize expenses by being proactive. Challenge and train team members so they can succeed in achieving their goals.

Recognize and respond to: Minors in the casino, signs of problem gaming or alcohol intoxication, transactions requiring Title #31 reporting, preliminary SARC reports, assist in credit activation, and interact with the Surveillance department. Maintain a positive rapport and interaction with other departments.

- In charge of all scheduling and daily roadmaps for Evening Shift
- Rim card transaction training
- Paiza training
- Made annual recommendations for Table Games MIC's
- Table Games Comparative Analysis
- Developed forgiven Baccarat commissions log
- New dealer auditions and evaluations
- Director of BJ and Baccarat Tournaments
- Dispense progressive discipline for Team Member exceptions
- Assisted in the r-writing of the Baccarat procedure manual
- Entrusted with the responsibilities of running the Baccarat Salon of a world class resort
- January 2006, Maestro Bravo Award Winner Recipient (Outstanding Manager)
- Initiated with HR's Training and Development Team to create a Leadership and Guest Service Certificate Program for Table Games management

DUAL - RATED PIT MANAGER & FLOOR SUPERVISOR | TABLE GAMES (8/1999 TO 3/2001)

Responsibilities: To supervise the operation of a group of assigned tables within the pit. Processed player ratings to ensure proper marketing for player development. Complete pit paperwork (markers, fills and credits) and ensure accuracy. Monitor assigned section and use positive coaching methods to ensure proper policies and procedures are adhered to. Communicate all pertinent information to the Pit Manager and to fellow team members. Covered the Baccarat Salon as a pit manager when the Full time pit manager's were on flex.

Projects:

- Table Games Orientations to new hires
- Card counting class
- Midi – Baccarat class
- Scheduling pencil
- Shuffle detail
- New game installs and procedures
- 6A (Title #31) training
- Salon desk (balanced all the games in high-limit)

- Attended all HR Workshops on Leadership and Discipline without Punishment

DUAL – RATED FLOOR SUPERVISOR & DEALER | TABLE GAMES (4/1999 TO 8/1999)

Responsibilities: To provide our guests with an unmatched gaming experience in a friendly environment, while dealing an assigned game at the proper game pace and within all approved procedures including the proper paying and taking of wagered bets in order to maximize the company's revenue. I only dealt Big Baccarat for three weeks after the opening.

OTHER ACTIVITIES:

- **FAMILY COMMITMENT**
 - Special events focused on my 83 years old mother
 - Going to UNLV Basketball games to watch my oldest daughter play in the Pep and Marching Band. Angela plays baritone, trombone, and the drums.
 - Watching my 14 year old play in the Inter-Mountain Region Tennis Tournaments and practices.

Ryan Krametbauer Resume

Ryan David Krametbauer

4450 Palisades Canyon Circle, Las Vegas, NV 89129

Phone: 702.496.1615

rkrametb@willamette.edu

EDUCATION

Willamette University College of Law, Salem, Oregon
Juris Doctorate
Graduation Date: May 2012

The University of Nevada, Las Vegas, Honors College
B.A. Liberal Arts, Political Science; Cumulative GPA: 3.75
Graduation Date: May 2009; *Summa Cum Laude*, University & Departmental Honors Scholar

Bonanza High School, Las Vegas, Nevada
High Honors & Leadership Honors Award; Cumulative GPA: 3.994
Graduation Date: June 2005

ACADEMIC HONORS

Graduate Honors

Honors Notation: Legal Research & Writing, Professor Mazur-Hart, Section 1 (spring 2010)
Moot Court Board Invitation (spring 2010)
Source & Cite Editor, Willamette Journal of International Law & Dispute Resolution (spring 2010)
Order of the Barristers (spring 2012)

Undergraduate Honors

UNLV Honors College Thesis Presentation and Defense, "Making it to the Big Leagues: The Political and Economic Viability of a Professional Sports Team in the Las Vegas Valley"
Phi Kappa Phi
Pi Sigma Alpha, *Theta Phi Chapter*, Political Science Honor Society
National Society of Collegiate Scholars Honor Society
Dean's Honor List: fall 2005, spring 2006, fall 2006, spring 2007, fall 2007, spring 2008, fall 2008
Millennium Scholarship of Nevada (\$10,000)

EXTRACURRICULAR ACTIVITIES & OFFICES

Graduate Activities & Offices

President/Chair, Moot Court Board, Willamette University College of Law (spring 2011 – spring 2012)
Vice President, Willamette University Student Bar Association (spring 2011 – spring 2012)
Associate Editor-in-Chief, Willamette Sports Law Journal (spring 2010 – spring 2012)
Ombudsman, Willamette University Student Bar Association (spring 2010-11)

Undergraduate Activities & Offices

President/Captain/Player, UNLV Ice Hockey Club
Hockey Representative, UNLV Club Sports Council
President, Pi Sigma Alpha, *Theta Phi Chapter*, Political Science Honor Society

WORK EXPERIENCE & INTERNSHIPS

08/12 – Present Law Office of William R. Brenske Associate* (> 40 hrs. per week)
*Sat for the July 2012 Nevada Bar Exam; Results publish October 2012.

05/11 – 08/11 Judge James Bixler, Clark County Dist. Court Summer Clerkship (24-40 hrs. per week)
Draft judicial orders, legal memos, prepare civil and criminal motion calendars, brief Judge Bixler on upcoming legal issues before the court, and conference with Judge Bixler on pending complex legal issues

01/11 – Present Willamette University, Professor Standen Research Assistant (10 hrs. per week)
Research for sports law treatise re: signing bonuses, collective bargaining agreements, and source & cite revisions

08/10 – 03/11 Willamette University, Professor Mazur-Hart Student Assistant (10 hrs. per week)
Assisting first year law students in their studies of the ALWD citation format, editing legal memoranda composition & format, and appellate brief drafting

06/10 – 08/10 Law Office of William R. Brenske Externship & Law Clerk (30 hrs. per week)
Drafting legal memoranda, pleadings/motions, client letters, confidential settlement briefs, demand letters, letters to opposing counsel, assisting legal staff in preparation for trial, and client deposition preparation

Porter Troutman Resume

VITA

PERSONAL DATA

Porter Lee Troutman, Jr., Professor

College of Education, Department of Curriculum & Instruction

University of Nevada Las Vegas

4505 Maryland Parkway

Las Vegas, Nevada 89154

(702) 895-4407; FAX (702) 895-4898;

MILITARY EXPERIENCE

R.O.T.C. - Southern University 1961-63

EDUCATION

| | | |
|---------------------|--|------------------------|
| Ed.D. (1977) | Northern Arizona University | Flagstaff, AZ |
| Ed.S. (1973) | University of Nevada, Las Vegas | Las Vegas, NV |
| M.A. (1970) | Northern Arizona University | Flagstaff, AZ |
| B.S. (1965) | Southern University | Baton Rouge, LA |

CREDENTIALS

Professional Elementary Teaching Endorsement (Clark County)

Administrative Endorsement (Clark County)

University of Nevada, Las Vegas Instructor Credential

University of Nevada, Las Vegas Supervisor Credential

AREAS OF PROFESSIONAL SPECIALTY

Multicultural Education

Urban Education

Integrative Curriculum

Performance Based Teacher Education Program

Community / School /University Collaboration

ATOD Prevention Youth Programs

Community Development/Parent Education

PROFESSIONAL EXPERIENCES

| | |
|-----------------------|--|
| 1998 - Present | Professor |
| 1985 - 1998 | Associate Professor |
| 1982 - 1985 | Associate Professor |
| 1974 - 1982 | Associate Professor; Director Teacher Corps, University of Nevada, Las Vegas. |
| 1971 - 1974 | Lecturer; Assistant Director, Teacher Corps, University of Nevada, Las Vegas. |
| 1973 - 1975 | One of twelve Teacher Corps Associates selected nationally by American Association of Colleges for Teacher Education and National Teacher Corps, Washington, D.C. |
| 1970 - 1971 | State Representative (part-time), Clark County Classroom Teacher's Association |
| 1966 - 1971 | Teacher, Clark County School District |

GRANTS - COMPETITIVE

Preservice / Inservice Education, Diversity, Urban Student Populations

| | | |
|-------------|--|----------------------|
| 2011 | State Prevention Infrastructure | \$107, 654.00 |
| 2011 | State Department of Education | \$ 52,000.00 |
| 2010 | State Department of Education | \$33, 946.00 |

| | | |
|--|---------------------------------|--------------|
| 2010 | State Prevention Infrastructure | \$ 82,423.00 |
| 2010 | State Block Grant (SAPT) | \$ 26,295.00 |
| 2009 | State Department of Education | \$ 25,000.00 |
| 2009 | Goshen Community Coalition | \$ 51,000.00 |
| 2009 | Goshen Community Coalition | \$ 75,000.00 |
| 2008 | State Department of Education | \$ 51,300.00 |
| 2008 | State Department of Education | \$ 24,000.00 |
| 2008 | Goshen Community Coalition | \$ 24,840.00 |
| 2007-10 UNLV Institutional Development Grant | | \$150,000.00 |
| 2007 | Goshen Community Coalition | \$ 24,800.00 |
| 2007 | U.S. Department of Education | \$ 3,500.00 |
| 2007 | State Department of Education | \$ 51,000.00 |
| 2007 | State Department of Education | \$ 24,000.00 |
| 2006 | U.S. Department of Education | \$ 40,000.00 |
| 2006 | State Department of Education | \$ 51,000.00 |
| 2006 | State Department of Education | \$ 15,000.00 |
| 2005 | U.S. Department of Education | \$ 88,200.00 |
| 2005 | State Department of Education | \$ 51,000.00 |
| 2005 | State Department of Education | \$ 25,000.00 |
| 2004 | U.S. Department of Education | \$ 88,200.00 |
| 2004 | State Department of Education | \$ 41,000.00 |
| 2004 | State Department of Education | \$ 25,000.00 |
| 2003 | U.S. Department of Education | \$ 85,200.00 |
| 2003 | State Department of Education | \$ 40,000.00 |
| 2003 | State Department of Education | \$ 25,000.00 |
| 2002 | U.S. Department of Education | \$ 84,200.00 |
| 2002 | State Department of Education | \$ 40,000.00 |

| | | |
|------|---|---------------|
| 2002 | State Department of Education | \$ 23,000.00 |
| 2001 | U.S. Department of Education | \$ 80,200.00 |
| 2001 | State Department of Education | \$ 40,000.00 |
| 2001 | State Department of Education | \$ 23,600.00 |
| 2000 | U.S. Department of Education | \$ 80,000.00 |
| 2000 | State Department of Education | \$ 41,000.00 |
| 2000 | State Department of Education | \$ 23,000.00 |
| 1999 | State Department of Education | \$ 41,000.00 |
| 1999 | U.S. Department of Education | \$ 72,500.00 |
| 1999 | State Department of Education | \$ 22,000.00 |
| 1998 | State Department of Education | \$ 41,000.00 |
| 1998 | U.S. Department of Human Resources | \$ 72,700.00 |
| 1998 | State Department of Education | \$ 23,000.00 |
| 1997 | State Department of Education | \$ 22,700.00 |
| 1997 | Bureau of Drug and Alcohol | \$ 50,000.00 |
| 1997 | U.S. Department of Health and Human Services | \$ 64,700.00 |
| 1996 | U.S. Department of Health and Human Resources | \$ 65,000.00 |
| 1996 | Bureau of Drug and Alcohol | \$ 25,000.00 |
| 1995 | Department of Human Resources | \$ 62,500.00 |
| 1995 | State Department of Education | \$ 20,000.00 |
| 1994 | Bureau of Drug and Alcohol | \$ 7,000.00 |
| 1994 | State Department of Education | \$ 25,000.00 |
| 1994 | Department of Human Resources | \$ 62,500.00 |
| 1993 | Bureau of Drug and Alcohol | \$ 7,000.00 |
| 1993 | National Youth Sports Program | \$ 106,000.00 |
| 1993 | Math and Science Grant | \$ 24,000.00 |
| 1992 | Math and Science Grant | \$ 24,000.00 |

| | | |
|------|--|----------------|
| 1992 | Bureau of Drugs and Alcohol | \$ 8,000.00 |
| 1992 | National Youth Sports Program | \$ 106,000.00 |
| 1991 | National Youth Sports Program | \$ 102,000.00 |
| 1990 | National Youth Sports Program | \$ 100,000.00 |
| 1989 | National Youth Sports Program | \$ 100,000.00 |
| 1989 | Bureau of Drug and Alcohol | \$ 8,000.00 |
| 1988 | Developed National Youth Sports Program | \$ 60,000.00 |
| 1987 | Developed National Youth Sports Program | \$ 52,000.00 |
| 1986 | Developed National Youth Sports Program | \$ 46,000.00 |
| 1979 | Developed Teacher Corps Project 79 Proposal | \$1,000,000.00 |
| 1977 | Developed Tenth Cycle Teacher Corps Proposal | \$ 425,000.00 |
| 1975 | Developed Tenth Cycle Teacher Corps Proposal | \$ 450,000.00 |
| 1973 | Developed Eight Cycle Teacher Corps Proposal | \$ 475,000.00 |
| | Developed Sixth Cycle Volunteer Teacher Corp | \$ 25,000.00 |

PROFESSIONAL ACTIVITIES

| | |
|-----------|--|
| 2010 | Co-Chair, Annual NCEBC National Conference, April 28. LV, NV |
| 2010 | Local Chair 20 th Annual International NAME Conference, Nov. 3, LV, NV. |
| 2008-2011 | UNLV VP Commission on Diversity and Inclusion |
| 2008-2011 | Equity Compliance and Education Council |
| 2008-2011 | Editor-Journal of Praxis for Multicultural Education |
| 2008-2011 | Chair ATE Diversity Committee |
| 2008-2011 | Co-Chair, Chancellor's Diversity Roundtable |
| 1999-2011 | UNLV Inter-Collegiate Athletic Committee |
| 2007-2010 | Hillary Clinton's Leadership Team /Ambassador |
| 2007 | Member, Associate Vice President of Diversity Search Committee |
| 2007 | Member, CCSD Superintendent Diversity Committee |
| 2007-2008 | Member, CCSD Equity and Diversity Education Committee |
| 2006 | Chair, National Rural Education Association MCE Commission |

2006 **Member, ATE/NCSS Social Justice Commission**
2006 **Chair, NAME Social Justice Commission**
2003 **Member, UNLV Macrothemes**
2007 **Member, UNLV P-16 Partnerships and Educational Outreach Sub-Committee**
2000-2011 **Board Member, National Council for Educating Black Children**
2001 **Co-Chair 11th Annual International Multicultural Education Conference, Las Vegas, Nevada**

HONORS

2009 **Co-Grand Marshall of the Ninth Annual Hispanic International Day Parade, 2009**
2009 **Golden Hand Service Award 2009 –Cultural Diversity Foundation**
2008/2009 **United States Senator Harry Ried - Certificate of Commendation**
2009 **Goshen Community Coalition Award**
2007 **CCSD Equity & Diversity Education Flying Eagle’s Award**
2004 **NABSE WEB Debose**
2002 **American Association for Health Physical Education Recreation and Dance (AAHPERD) Anderson National Award**
2002 **Channel 8 Portriats of Pride Community Award**
2000 **College of Education Outstanding Faculty Service Award**
2000 **Outstanding Black Preventionist “Unsung Hero” National.**

ACTIVITIES AND ORGANIZATIONS

- 2010** **Board Member, Hispanic International**
- 2002-2011** **American Educational Research Association**
- 2001-2008** **Member, National Rural Education Association MCE Commission**
- 1999-2011** **UNLV Inter-Collegiate Athletic Committee**
- 1996-2011** **Member, American Education Research Association**
- 1996-2000** **Member, American Red Cross Board, Las Vegas Chapter**
- 1993-2006** **Chair & Member Faculty Senate Grievance Committee**
- 1966-2007** **National Education Association**
- 1967-2010** **Kappa Alpha Psi Fraternity**
- 1971-2006** **Phi Delta Kappa**
- 1973-1998** **Knights of Columbus**
- 1973-1998** **Kappa Delta Phi**
- 1973-2000** **Association of Supervision Curriculum Development**
- 1973-2000** **American Association of Colleges for Teacher Education**
- 1975-2008** **Association of Teacher Educators**
- 1968-2010** **NAACP Executive Board Member (Life Member)**
- 1977-1983** **Economic Opportunity Board Member**
- 1975** **Who's Who Among Black Americans - 1st Edition**
- 1981-** **Life Member, NAACP**
- 1979-2007** **Charter Urban League Board Member**
- 1986-1992** **Member Operation Life Medical Board**
- 1975-** **National Alliance of Black School Educators (Life Member)**

**1991- Founder, Life Member, National Association for Multicultural
Education**

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Appendices

Appendix A LICPA Audit Checklist.

Appendix Section I: Self-Assessment Checklist

| Internal Control Risk Assessment | Recommended Control <i>(These recommendations are not meant to be a comprehensive guide to implementing internal control systems.)</i> | Yes, in Place | Yes, but can improve | No, not in place | Benefits |
|----------------------------------|---|---------------|----------------------|------------------|----------|
|----------------------------------|---|---------------|----------------------|------------------|----------|

| | | | | | |
|--|--|--|--|--|--|
| 1. Fiscal Oversight by the Board of Trustees | | | | | |
| a. Is the Board of Trustees aware and knowledgeable of its fiscal responsibilities? | <p>Policies and procedures manuals for cash receipts, revenues, purchases, disbursements, financial reporting, personnel, assets, liabilities, treasury, and governance are drafted, annually updated, and approved by the Board.</p> <p>Finance/Audit committee members are trained on their fiscal responsibilities.</p> <p>Finance/Audit Committee charters exist which state the responsibilities of those committees.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>Knowledge of a school's fiscal responsibilities and activities allows the Board to provide more effective financial oversight in accordance with its fiduciary responsibilities.</p> |
| b. Does the Board have sufficient awareness and input into the budgeting and monitoring processes of the school? | <p>The Board reviews and approves the 5-year and annual operating, cash, and capital budgets.</p> <p>The Finance/Audit Committee of the Board receives and reviews budget to actual variance reports on a monthly basis, and reports financial condition to the Board on a quarterly basis.</p> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <p>Participation in the budgeting process enhances the Board's ability to effectively guide a school.</p> <p>If budget-to-actual financial statements are monitored frequently, revenue shortfalls and expense overruns can be better anticipated and planned.</p> |
| c. Does the Board (including the Finance, Audit and Governance Committees) keep adequate | Board Secretary (or other appointed record-keeper) is responsible for taking minutes so that every meeting has a corresponding set of | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Minutes serve as a record of Board decisions and can document compliance with regulatory issues |

| Internal Control Risk Assessment | Recommended Control <i>(These recommendations are not meant to be a comprehensive guide to implementing internal control systems.)</i> | Yes, in Place | Yes, but can improve | No, not in place | Benefits |
|----------------------------------|---|---------------|----------------------|------------------|----------|
|----------------------------------|---|---------------|----------------------|------------------|----------|

| | | | | | |
|--|---|--|--|--|--|
| | <p>documentation of its meetings and decisions?¹⁴</p> <p>minutes. Board minutes include accompanying documentation of information used for decision making (financial statements, leases, contracts, etc)</p> <p>The Board should review and approve the minutes of the previous meeting at the start of the next Board meeting.</p> <p>Meeting minutes are sent to the Chartering Authorizer within 30 days of the Board Meeting.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <p>as well as be a crucial record of analysis of issues.</p> |
| d. Does the Board have oversight of the school's bidding practices to help ensure the best combination of price, quality, and service for purchases? | A competitive bidding policy is drafted and approved by the Board. The policy should be designed to set approval levels; guard against favoritism, extravagance, fraud, and corruption among vendors; and to foster honest competition to ensure that resources are expended efficiently. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A well-controlled, Board-monitored procurement process allows the school to obtain purchases of the right quality, from the right source, and at the right price. |
| e. Do all Board of Trustees sign conflict-of-interest statements and written disclosures of conflicts on an annual basis? | Board members sign written conflict-of-interest statements on an annual basis to facilitate disclosure of any financial interests and maintain a high level of integrity from self-dealing issues. Policies include procedures for disclosing potential conflicts and fair decision making processes for Board members when conflicts arise. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A signed Conflict of interest policy helps ensure that Board members are aware of and follow proper procedures for disclosing financial interests that relate to the school. |
| f. Are the Trustees aware of significant changes in the school's | The Trustees should receive regular reports on recent employee new hires, terminations and | | | | Personnel are one of the most significant aspects of the schools' |

| Internal Control Risk Assessment | Recommended Control <i>(These recommendations are not meant to be a comprehensive guide to implementing internal control systems.)</i> | Yes, in Place | Yes, but can improve | No, not in place | Benefits |
|----------------------------------|---|---------------|----------------------|------------------|----------|
|----------------------------------|---|---------------|----------------------|------------------|----------|

| | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|---|
| personnel? | resignations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | program, Ensures adequate oversight by the Board. |
| g. Are cash assets in bank accounts properly safeguarded? | The Board considers an investment policy for the collateralization of bank balances over \$100,000. | | | | |

Appendix B LICPA Analysis Essay Rubric

| Analysis Essay Rubric | | | | | |
|--|---|---|--|--|---|
| Points Possible 200 | | | | | |
| Criteria | Not Passing | Passing, but needs work | Achievement Level Competent | Proficient | Extremely proficient |
| Focus and Thesis | 24 points The essay may or may not have a thesis. The essay is not focused around one topic or is focused around a topic that was not assigned. The essay may not all be focused toward one idea. Thoughts are random and scattered. | 30 points Some sense of thesis may exist, but writing may fail to support this thesis. Theses, if present, may be simplistic and obvious. | 34 points Focus and direction are generally clear. The writer may stray from the thesis, but overall focus is still apparent. Thesis, whether implicit or explicit, may lack complexity, but offers reflection. | 36 points Thesis reasonably narrows topic. The essay is focused around a specific thesis. Uses support from reading or other information from the course. The writer has original ideas. | 40 points The thesis effectively narrows topic and creates strong unity and direction. Thesis is well developed and clearly communicated, whether implicit or explicit. Thesis is complex: they expand and deepen thinking about a subject. |
| Organization of Analysis | 18 points The essay is not organized into clear paragraphs, or is made up of too few or too many paragraphs for the amount of information presented. Thoughts are jumbled and not tied together for the reader. | 22.5 points The essay is organized into paragraphs that for the most part, have their own ideas. Information may be vague or possibly in the wrong place. Paragraphs may be overly long or short with opportunities missed for structuring points. | 25.5 points The essay is organized. Paragraphs are mostly about one idea each. There may be one or two places in the essay where information may not be in the most effective place. | 27 points The order of each paragraph is effective. Each paragraph is focused around an individual point. The introduction is strong. The conclusion is strong. Transitions are used correctly and effectively. | 30 points The essay is organized extremely well. Paragraphs contain information on one idea. Paragraphs are presented in the most effective order. Transitions help make the entire essay flow together as one unit. Intro and conclusion perfectly frame the essay. |
| Critical Thinking | 18 points Relies on platitudes. Does not demonstrate comprehension, application, analysis and evaluation. | 22.5 points Does not demonstrate college-level complexity. Ideas not developed logically. Evidence and opinion blurred and confusing. | 25.5 points Minor problems with evidence, logic and/or conclusions may exist. Demonstrates adequate comprehension, application, synthesis, analysis and evaluation, as needed. | 27 points Generally demonstrates college-level complexity. Develops most ideas logically, recognizing the difference between evidence and opinion. | 30 points Consistent college-level complexity. Ideas demonstrate good logic, differentiate between evidence and opinion, reach well-founded conclusions, and demonstrate effective comprehension, application, synthesis, analysis and evaluation, as needed. |
| Development and Support | 18 points Essay doesn't meet the minimum length or content requirements. Development is thin. There may be plagiarized passages. | 22.5 points There is some development, but it could be more complex, detailed and concrete. Several ideas may be brought up, rather than being thoroughly explained. | 25.5 points Ideas are mostly explained thoroughly. Somebody paragraphs could use more explanation or more concrete language. Some support opportunities may be missed. | 27 points The thesis is fully developed and supported in the body paragraphs. Thesis is supported with concrete examples, narratives with specific details, and information from the reading in the form of paraphrases and quotations. | 30 points The idea set forth in the thesis has been completely and thoroughly explained in the body of the essay. Body paragraphs are thoroughly developed and explained completely. The essay answers all questions and leaves the reader satisfied and convinced. |
| Summary, Paraphrase, and/or Quote | 24 points Writer's words and ideas not clearly distinguished from those of sources. Many problems with documentation exist. | 30 points Central ideas and assumptions of sources not stated or responded to. | 34 points Writer generally distinguishes his/her own words and ideas from those of sources, which are documented clearly, though there may be errors. | 36 points Sources presented through summary, paraphrase, or direct quotation and integrated into writer's analysis, though there may be minor problems. | 40 points Enters into dialogue with ideas and assumptions expressed or implied in other texts. Sources presented fully and completely through summary, paraphrase, or direct quotation and successfully integrated into writer's analysis. Writer distinguishes own words and ideas from those of sources, which are documented appropriately. |
| Language and Grammar | 18 points Errors in spelling and language use seriously impede the reader from understanding the document. | 22.5 points Proofreading and language distract from the overall comprehension of information. Language is not appropriate for the assignment and the target audience. | 25.5 points There may be spelling and proofreading errors in the document. Errors do not impede comprehension. Language use is more conversational than professional and may not be effective for the assignment and target audience. | 27 points Language use is strong with few errors. There are very few proofreading and usage errors in the document. Language use is professional and appropriate for the assignment and the target audience. | 30 points There are no errors in language use and there are very few, if any, typos or other proofreading errors. The language used is advanced and highly appropriate for the assignment and the target audience. |

Appendix C, LICPA Presentation Rubric.

LICPA Presentation Rubric

Name _____ Period _____ Project _____

CONTENT (35 points)

| | | | | | |
|--|---|---|---|---|----|
| Introduction —personal introduction; reason for choosing topic; purpose of product/project clearly stated or implied, attracts attention. | 1 | 2 | 3 | 4 | 5 |
| Body —clearly states main points; accurate, appropriate supporting details | 6 | 7 | 8 | 9 | 10 |
| Organization —logical flow of ideas | 1 | 2 | 3 | 4 | 5 |
| Conclusion —summarizes; reflects personal growth/learning | 1 | 2 | 3 | 4 | 5 |
| Language Usage —transitions; avoids slang; appropriate word choice | 1 | 2 | 3 | 4 | 5 |
| Relation to Learning —relates research to project/product to presentation | 1 | 2 | 3 | 4 | 5 |

CONTENT TOTAL: _____ (35 possible)

DELIVERY OF SPEECH (15 points)

| | | | | | |
|---|----------|----------|----------|----------|----------|
| Non-verbal —Eye contact, poise, posture, appropriate/ natural gestures | | | 1 | 2 | 3 |
| Verbal —volume, rate, clarity of speech. | | | 1 | 2 | 3 |
| Dress/Appearance/Demeanor —neat, appropriate dress; courteous, punctual and prepared | | | 1 | 2 | 3 |
| Audio/Visual aids —Support speech and enhance presentation; does not read note cards or slides | 2 | 3 | 4 | 5 | 6 |

DELIVERY TOTAL: _____ (15 possible)

QUESTION AND ANSWER SESSION(15 points)

| | | | | | |
|--|----------|----------|----------|----------|-----------|
| Impromptu Skills —Fluent, confident; answers questions easily | 1 | 2 | 3 | 4 | 5 |
| Quality of Responses —Evidence of knowledge; responds directly to questions | 6 | 7 | 8 | 9 | 10 |

Q & A TOTAL: _____ (15 possible)

PRODUCT (35 points)

| | | | | | |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| Well constructed —Visually attractive; shows evidence of time spent in production in written, model, or visual form | 1 6 | 1 7 | 1 8 | 1 9 | 2 0 |
| Evidence of Research —Product relates to research and to presentation | 1 1 | 1 2 | 1 3 | 1 4 | 1 5 |

PRODUCT TOTAL: _____ (35 possible)

TOTAL POINTS: _____ (100 possible)

Comments:

Adapted from Seekonk High School ORAL PRESENTATION RUBRIC

Appendix D LICPA Student Satisfaction Survey.

Legacy Academy Student Satisfaction Survey

Use this scale to respond to the satisfaction survey:

(SA=Strongly Agree A=Agree DK=Don't Know D= Disagree SD= Strongly Disagree)

Classroom space is adequate

SA A DK D SD

Space for clubs, activities, leisure, lounges, etc. is adequate

SA A DK D SD

Study space for students is adequate

SA A DK D SD

Courses are academically demanding

SA A DK D SD

There is good rapport between faculty and students

SA A DK D SD

There is good rapport between staff and students

SA A DK D SD

Legacy Academy is warm, friendly, supportive of students

SA A DK D SD

Students receive adequate recognition for their accomplishments

SA A DK D SD

Computer's (and equipment) are adequate

SA A DK D SD

Academic Support Services are adequate (reading, writing, language etc.)

SA A DK D SD

Technology Support is adequate

SA A DK D SD

Recreational Facilities are adequate

SA A DK D SD

The campus is generally a safe place

SA A DK D SD

Variety of courses offered is adequate

SA A DK D SD

Class size is appropriate

SA A DK D SD

Advisors are available when needed

SA A DK D SD

Programs of Study are flexible

SA A DK D SD

There is diversity and racial harmony at Legacy

SA A DK D SD

There is a clear student complaint/grievance process

SA A DK D SD

Help is available to research my career goals

SA A DK D SD

Help is available to improve my study habits and skills

SA A DK D SD

I am accomplishing my educational goals at Legacy

SA A DK D SD

I would choose to attend Legacy again

SA A DK D SD

I would recommend Legacy to others

SA A DK D SD

Adapted from http://www.mcc.edu/pdf/ss/student_satisfaction_survey.pdf

Appendix E LICPA Prof Dev Eval Rubric.

| STANDARDS | Theory into Practice | Professional Philosophy | Conduct and/or Evaluate Research | Content and Pedagogical Knowledge | Professional Standard Knowledge | Presentation |
|-------------------|---|---|---|--|--|---|
| Distinguished (3) | Articulates the nature of theoretical practice by insightful written reflection and by showing familiarity with and citing numerous, high quality sources. Citations are integral to content of the activity/project/portfolio. | Convincing evidence of a coherent and consistent philosophy of teaching & learning permeates the activity/project/portfolio. Philosophy of teaching is clearly stated and grounded in scholarship of the field. Instructional and management practices align closely with stated beliefs. | Consistently demonstrates the ability to identify, frame, and solve problems in teaching and learning in chosen field. Provides convincing evidence of familiarity with high quality empirical and theoretical literature and methods of conducting research in chosen field. | Provides convincing evidence of breadth and depth of knowledge of content area and of the ability to choose and use a variety of research-based strategies for instruction and assessment. | Multiple sources of evidence demonstrate ability to meet professional teaching standards, as well as to identify curricular and instructional goals and objectives linked to district, state, and national standards in content area and the ability to help students meet them. | Communicates distinctively and authoritatively using appropriate professional writing. APA style is used correctly, consistently, and authoritatively. Activity/project/portfolio is clearly organized and easy for the reader to follow. |
| Proficient (2) | Shows sound understanding of how theory relates to practice and expresses that understanding in written reflection. This is evident in citation of the expected number of quality sources. Citations are relevant to content of activity/project/portfolio. | Evidence of a coherent and consistent philosophy of teaching & learning appears throughout the activity/project/portfolio. Philosophy of teaching is clearly stated. Instructional and management practices align with stated beliefs. | Demonstrates ability to identify and study problems in chosen field. Provides evidence of the ability to locate and use both empirical and theoretical literature and methods of conducting research in chosen field. | Provides evidence of solid knowledge of content area and of the ability to choose and use research-based strategies for instruction and assessment. | Provides evidence of ability to meet professional teaching standards, as well as to identify curricular and instructional goals and objectives linked to district, state, and national standards in content area and the ability to help students meet | Communicates effectively in using appropriate professional writing. APA style is used correctly and consistently. Activity/project/portfolio is clearly organized for the reader to follow. |

| | | | | | | |
|------------------|---|---|---|---|--|---|
| | | | | | them. | |
| Marginal (1) | Provides some evidence of understanding that theory and practice are related. Cites fewer than expected number of sources. Reflection is limited. | Philosophy of teaching is mostly implicit. Practices may contradict expressed or implied beliefs. | Demonstrates awareness of problems in teaching and learning in chosen field. Provides limited evidence of the ability to locate and use empirical and theoretical literature in chosen field. | Provides limited evidence of knowledge of content area and of the ability to choose and use research-based instructional and assessment strategies. | Limited evidence of ability to meet professional teaching standards or the ability to help students meet relevant content and performance standards. | Limited ability to communicate ideas in professional writing. Some lapses in correct use of APA style. Lapses in organization impeded reader's ability to follow |
| Unacceptable (0) | Little or no evidence of understanding theory or how it relates to practice. Cites few if any sources. | Evidence of philosophy of teaching & learning must be inferred. | Little or no evidence of awareness of problems in teaching and learning in chosen field. | Provides limited evidence of knowledge of content or pedagogy. | Little or no evidence of knowledge of professional teaching standards or standards for student learning in content area. | Numerous errors in writing impede reader's understanding. APA style is not used or used incorrectly. Activity/project/portfolio is disorganized and difficult for reader to follow. |

• PASS: Total score ≥ 12 with no score = 0.

• NO PASS TO PASS: Total score ≥ 8 and < 12 for NO PASS.

Revise and resubmit on or before the Friday of the last week in instruction.

Total score ≥ 12 with no score = 0 for PASS; total score < 12 for FAIL.

• FAIL: Total score < 8 FAIL.

Appendix F LICPA Student Performance Data

Attachment A.1.1 DTC Academy Student Performance Data

Darling Tennis Center Prep: Academic Report Spring 2011

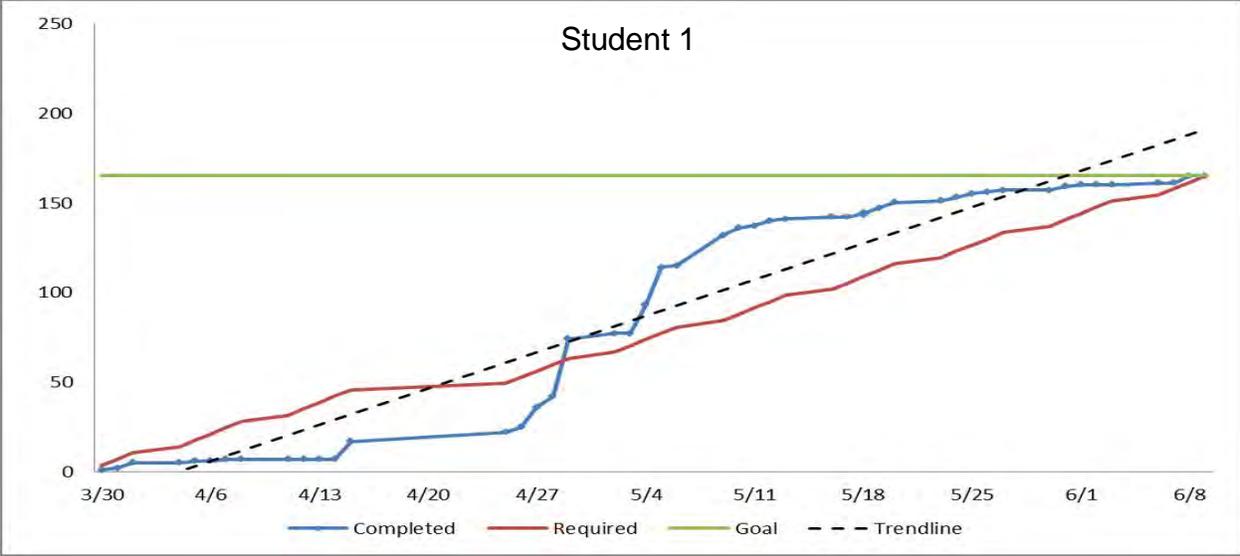
Summary:

The Darling Tennis Center Prep is a hybrid model school; it takes the best of online learning and traditional face to face classroom time and merges them into a successful academic program. Using an efficient tracking system, DTC teaching staff are able to generate daily and weekly progress reports that track students academic progress. Weekly progress reports are sent to students as well as parents with teacher comments and observations. Teachers are able to conduct small and large group lessons as well as have one to one sessions with the students. Tutoring is also available if a student needs continued assistance with a specific subject. Students began the spring semester two months behind as well as needing

to complete their first semester exams, leaving them three and half months to complete the entire semester. Despite steep obstacles the DTC Prep students were able to complete their school year on time and with straight A's in all classes.

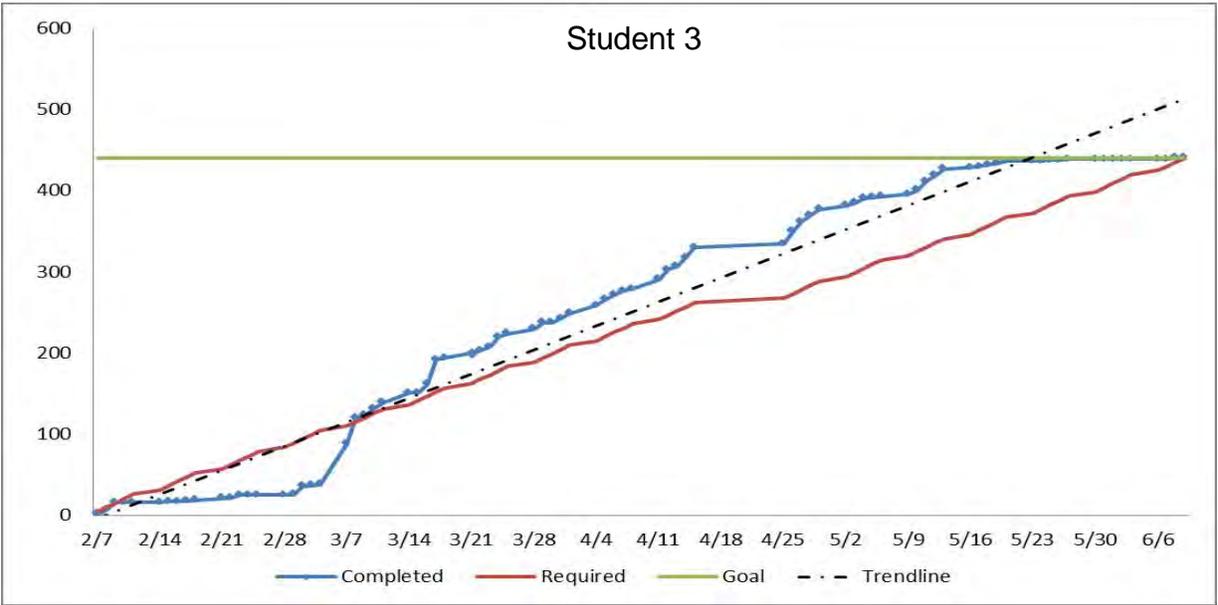
Academic Progress:

Four students academic progress are depicted in this report. Student 1 and Student 2 are both middle school students and Student 3 and Student 4 are high school students. All four students came to the DTC from different academic backgrounds. Each student despite their previous academic achievement was able to with the help of the DTC academic staff, tracking system and progress reports, able to complete the school year on time and with straight A's.



Student 1's story is tremendous. It is a true example of what a teacher can do working with a student. Student 1 (Figure 1.1) came to the DTC enrolled in Connections Academy with failing grades. She was able to enroll in NVVA with the help of Mr. Cumelis in early April. Student 1 did not transfer her grades over therefore she had to complete not only the second semester before the end of the year but also prove her mastery of the first semester. She worked with the DTC academic staff and with Mr. Cumelis to finish her year on time and to earn straight A's!

Figure 1.1



Student 2 (Figure 2.1) is an example of a student who found his niche. It was forewarned by his parents that Student 2 was doing poor academically. Student 2 started at the DTC in February and working with the DTC academic staff, he took off academically! He was the leader of the pack so to say. Student 2 made excellent progress in all of his classes and was able to complete the year on time with straight A's.

Figure 2.1
 Student 3 (Figure 3.1) is very intelligent and she has the capability to excel but needs structure. The structured environment that the DTC hybrid school offers enabled Student 3 to get the encouragement she needed to exceed academically. Student 3 hit her stride at the end of March and was able to finish the year before the completion date and she also received straight A's.

Figure 3.1
 Student 4 (Figure 4.1) is a student success story. At one point he was 31 assignments behind. At the DTC Mr. Cumelis was able to track Student 4's progress and create a detailed daily assignment schedule for him. With the help of Mr. Cumelis and the academic staff Brian excelled in his courses. He was able to come from behind and finish the semester with straight A's. Below is an example of one of Student 3's Academic Progress Reports. As the semester progressed Mr. Cumelis gave Student 3 a detailed summary of what he needed to complete.

Figure 4.1

SA A DK D SD

There is evidence of a positive impact to student learning, physical and social development.

SA A DK D SD

Courses are academically demanding

SA A DK D SD

There is good rapport between parents, faculty and students

SA A DK D SD

There is good rapport between parents, staff and students

SA A DK D SD

Legacy Academy is warm, friendly, supportive of parents and students

SA A DK D SD

Students receive adequate recognition for their accomplishments

SA A DK D SD

Computer's (and equipment) are adequate

SA A DK D SD

Academic Support Services are adequate (reading, writing, language etc.)

SA A DK D SD

Technology Support is adequate

SA A DK D SD

The campus is generally a safe place

SA A DK D SD

Variety of courses offered is adequate

SA A DK D SD

Class size is appropriate

SA A DK D SD

Advisors are available when needed

SA A DK D SD

Programs of Study are flexible

SA A DK D SD

There is diversity and racial harmony at Legacy

SA A DK D SD

There is a clear parent and student complaint/grievance process

SA A DK D SD

Help is available to improve my ability to help my child’s study habits and skills

School Site

School buildings and grounds contribute to a positive educational atmosphere.

SA A DK D SD

Building and site meet needs of disabled.

SA A DK D SD

Outdoor areas complement academics, physical education and extra-curricular programs.

SA A DK D SD

Heating, air conditioning, lighting, water and lavatories ensure health and safety of occupants.

SA A DK D SD

Maintenance and housekeeping provide safe, sanitary and attractive environment.

SA A DK D SD

Safeguards against fire, earthquakes, storms and other emergencies are evident.

SA A DK D SD

Computing and network technology is adequate to support student and staff needs.

SA A DK D SD

Learning material preparation equipment / workspace is adequate to support staff needs.

SA A DK D SD

Business Practices

The school application package is professional, concise and easy to complete.

SA A DK D SD

Tuition and fee collection (if it applies to your child) procedures are fair and ethical to both families and the school.

SA A DK D SD

Written, telephone, email and face to face communication is prompt, courteous and professional

SA A DK D SD

All advertising and promotional literature is professional, truthful and ethical.

SA A DK D SD

Report card format contains the right information, is concise and easy to read

SA A DK D SD

6.The school calendar, holidays, vacation, start and end times are appropriate.

SA A DK D SD

General Questions

My child is accomplishing his/her educational goals at Legacy

SA A DK D SD

I would choose to have my child attend Legacy again

SA A DK D SD

I would recommend Legacy to others

SA A DK D SD

Adapted from http://www.mcc.edu/pdf/ss/student_satisfaction_survey.pdf

<http://www.snosprings.com/images/SchoolSatisfactionSurveyResultsNov232010.pdf>

Appendix I AYP Compliance

Appendix I AYP Compliance

Legacy Academy will maintain records and provide information to demonstrate AYP participation and compliance.

What is Adequate Yearly Progress (AYP)?

NCLB requires that states implement an accountability system for schools that evaluates whether schools are making Adequate Yearly Progress toward to goals of the legislation. In compliance with NCLB, Nevada AYP classifications are made annually based on the percentage of students tested, the percentage of students tested who score at or above the proficient level on annual statewide tests, and school attendance or graduation rates.

When determining if a school has demonstrated Adequate Yearly progress, performance on 3 indicators (participation, academic achievement [i.e. status & safe harbor], and the other indicator [i.e. average daily attendance/ graduation rate]) is disaggregated among 9 groups in the school. In the past, accountability systems have focused almost exclusively on the performance of the school as a whole. Under NCLB, performance is evaluated for each population in the school which constitutes a large enough sample to be measured. In Nevada, populations with at least 25 students are evaluated. The 9 groups considered for AYP analyses are:

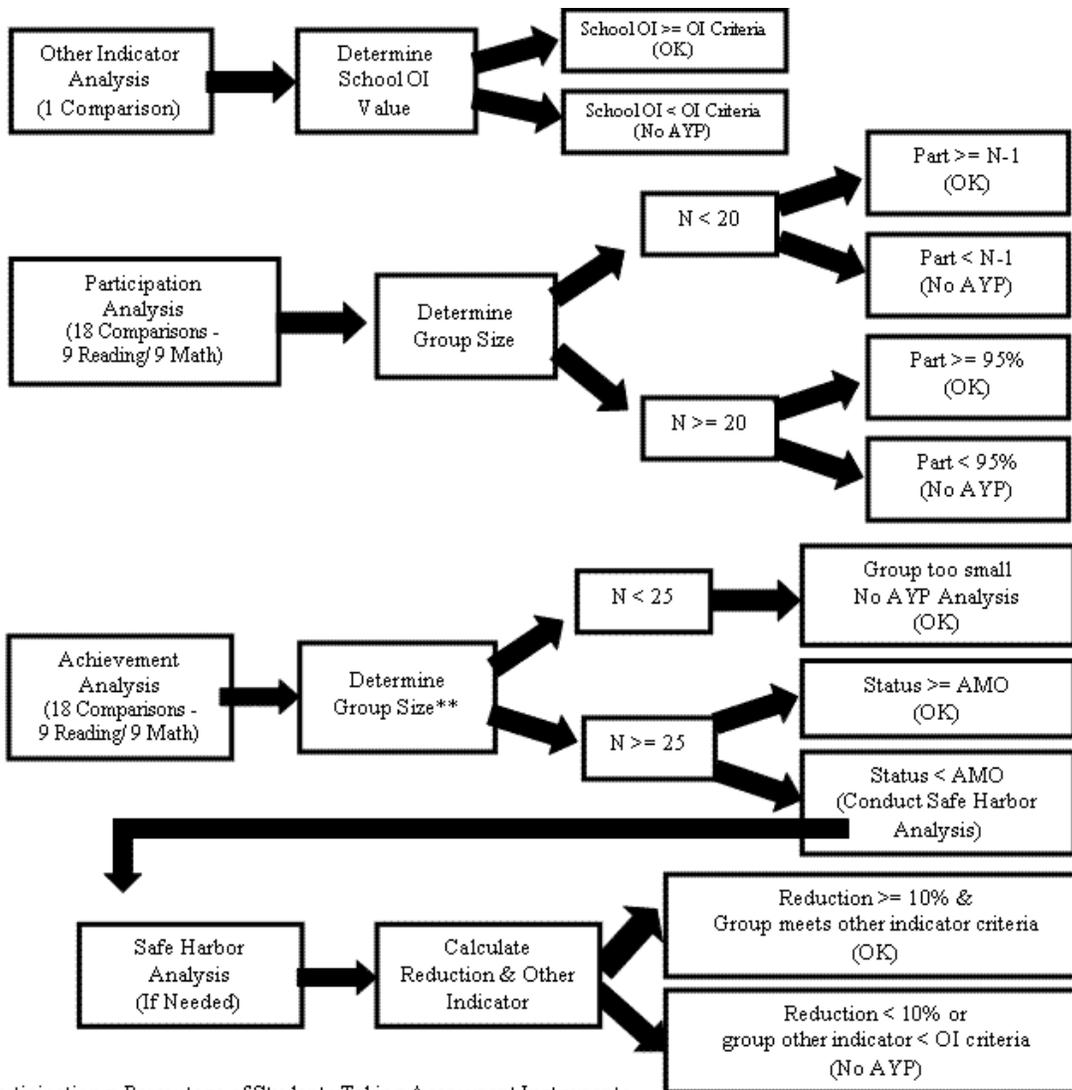
1. The Entire School
2. American Indians/ Alaskan Natives
3. Asians/ Pacific Islanders
4. Hispanics
5. Black/ African Americans
6. White/ Caucasians
7. Students with an Individualized Educational Plan (IEP) Students of Limited English Proficiency (LEP)
8. Students receiving Free or Reduced Price Lunches (FRL)

If any one of the 9 groups does not meet the criteria for the 3 AYP indicators: 1) participation on math or English language arts tests or 2) annual measurable objectives (AMOs) in math or English language arts tests and safe harbor analyses or 3) for the school as a whole on the other indicator (i.e. average daily attendance or graduation rate), the school is designated as not demonstrating Adequate Yearly Progress. Schools are classified as demonstrating or not demonstrating adequate yearly progress based on three designation areas: English Language Arts (ELA), mathematics, and the other indicator.

AYP Analysis Flow Chart

Please Note: Participation and Status analyses are conducted for the entire school and 8 disaggregated groups [5 ethnic/racial, students with an individualized education plan (IEP), students with limited English proficiency (LEP), and students who receive free or reduced price lunch (FRL)] in both English Language Arts and Mathematics for a total of 36 comparisons. In addition to participation and status comparisons, the school as a whole is evaluated on the other indicator. If any one of these 37 comparisons is below the target level, the school is designated as not demonstrating Adequate Yearly Progress.

Source: <http://nde.doe.nv.gov/AYPOverview.htm>



Participation = Percentage of Students Taking Assessment Instruments

Status = Percent of Students Scoring Above Proficiency Cut Score (PAC) + Confidence Interval

Reduction = % Reduction in the Percentage of Non-Proficient Students From Previous Year + Confidence Interval

AMO = Annual Measurable Objective; % of students that must score at the proficient level or higher

** Only subgroups may take advantage of the minimum N-size restriction; the school wide comparison must be conducted regardless of N-size.

Appendix J Connections Education Nevada Approved Course List.

Connections Academy - Approved Course List

Approval valid until 9/1/2013 unless otherwise stated.

| Course | Subject Area | Vendor # | Credits | Grade |
|--|-------------------|----------|---------|-------|
| Activities K A | Interdisciplinary | 1388 | 0.5 | K |
| Activities K B | Interdisciplinary | 1387 | 0.5 | K |
| Art K | Humanities | 420 | 0.5 | K |
| Educational Technology and Online Learning K | Technology | 1747 | 0.5 | K |
| Exploratory Spanish | Humanities | 430 | 0.5 | K |
| Language Arts K A | Language Arts | 1454 | 0.5 | K |
| Language Arts K B | Language Arts | 1455 | 0.5 | K |
| Math K A | Mathematics | 1273 | 0.5 | K |
| Math K B | Mathematics | 1315 | 0.5 | K |
| Music I | Humanities | 407 | 0.5 | K |
| Science K A | Science | 1292 | 0.5 | K |
| Science K B | Science | 1293 | 0.5 | K |
| Social Studies K A | Social Studies | 1451 | 0.5 | K |
| Social Studies K B | Social Studies | 1452 | 0.5 | K |
| Art 1 | Humanities | 1437 | 0.5 | 1 |
| Educational Technology and Online Learning 1 | Technology | 1748 | 0.5 | 1 |
| Language Arts 1 A | Language Arts | 1296 | 0.5 | 1 |
| Language Arts 1 B | Language Arts | 1314 | 0.5 | 1 |
| Math 1 A | Mathematics | 1300 | 0.5 | 1 |
| Math 1 B | Mathematics | 1301 | 0.5 | 1 |
| Physical Education 1 | Health and PE | 1414 | 0.5 | 1 |
| Science 1 A | Science | 1308 | 0.5 | 1 |
| Science 1 B | Science | 1309 | 0.5 | 1 |
| Social Studies 1 A | Social Studies | 1304 | 0.5 | 1 |
| Social Studies 1 B | Social Studies | 1305 | 0.5 | 1 |
| Art 2 | Humanities | 1781 | 0.5 | 2 |
| Educational Technology and Online Learning 2 | Technology | 1728 | 0.5 | 2 |
| Language Arts 2 A | Language Arts | 1298 | 0.5 | 2 |
| Language Arts 2 B | Language Arts | 1299 | 0.5 | 2 |
| Math 2 A | Mathematics | 1302 | 0.5 | 2 |
| Math 2 B | Mathematics | 1303 | 0.5 | 2 |
| Physical Education 2 | Health and PE | 1783 | 0.5 | 2 |
| Science 2 A | Science | 1310 | 0.5 | 2 |
| Science 2 B | Science | 1311 | 0.5 | 2 |
| Social Studies 2 A | Social Studies | 1306 | 0.5 | 2 |
| Social Studies 2 B | Social Studies | 1307 | 0.5 | 2 |
| Art 3 | Humanities | 991 | 0.5 | 3 |

Connections Academy - Approved Course List

Approval valid until 9/1/2013 unless otherwise stated.

| Course | Subject Area | Vendor # | Credits | Grade |
|--|----------------|----------|---------|-------|
| Educational Technology and Online Learning 3 | Technology | 1749 | 0.5 | 3 |
| Gifted and Talented Language Arts 3 A | Language Arts | 1741 | 0.5 | 3 |
| Gifted and Talented Language Arts 3 B | Language Arts | 1742 | 0.5 | 3 |
| Gifted and Talented Literature Study 3 | Language Arts | 1043 | 0.5 | 3 |
| Gifted and Talented Math 3 A | Mathematics | 1693 | 0.5 | 3 |
| Gifted and Talented Math 3 B | Mathematics | 1694 | 0.5 | 3 |
| Gifted and Talented Science 3 A | Science | 1697 | 0.5 | 3 |
| Gifted and Talented Science 3 B | Science | 1698 | 0.5 | 3 |
| Language Arts 3 A | Language Arts | 1735 | 0.5 | 3 |
| Language Arts 3 B | Language Arts | 1736 | 0.5 | 3 |
| Math 3 A | Mathematics | 1274 | 0.5 | 3 |
| Math 3 B | Mathematics | 1321 | 0.5 | 3 |
| PACE Language Arts 3 A | Language Arts | 1603 | 0.5 | 3 |
| PACE Language Arts 3 B | Language Arts | 1577 | 0.5 | 3 |
| PACE Math 3 A | Mathematics | 1609 | 0.5 | 3 |
| PACE Math 3 B | Mathematics | 1583 | 0.5 | 3 |
| Physical Education 3 | Health and PE | 1491 | 0.5 | 3 |
| Science 3 A | Science | 1703 | 0.5 | 3 |
| Science 3 B | Science | 1704 | 0.5 | 3 |
| Social Studies 3 A | Social Studies | 1776 | 0.5 | 3 |
| Social Studies 3 B | Social Studies | 1777 | 0.5 | 3 |
| Art 4 | Humanities | 1461 | 0.5 | 4 |
| Educational Technology and Online Learning 4 | Technology | 1734 | 0.5 | 4 |
| Gifted and Talented Language Arts 4 A | Language Arts | 1743 | 0.5 | 4 |
| Gifted and Talented Language Arts 4 B | Language Arts | 1744 | 0.5 | 4 |
| Gifted and Talented Literature Study 4 | Language Arts | 1044 | 0.5 | 4 |
| Gifted and Talented Math 4 A | Mathematics | 1695 | 0.5 | 4 |
| Gifted and Talented Math 4 B | Mathematics | 1696 | 0.5 | 4 |
| Gifted and Talented Science 4 A | Science | 1699 | 0.5 | 4 |
| Gifted and Talented Science 4 B | Science | 1700 | 0.5 | 4 |
| Idaho State History | Social Studies | 1019 | 0.25 | 4 |
| Language Arts 4 A | Language Arts | 1737 | 0.5 | 4 |
| Language Arts 4 B | Language Arts | 1738 | 0.5 | 4 |
| Math 4 A | Mathematics | 1689 | 0.5 | 4 |
| Math 4 B | Mathematics | 1690 | 0.5 | 4 |
| Nevada State History | Social Studies | 1014 | 0.25 | 4 |
| PACE Language Arts 4 A | Language Arts | 1604 | 0.5 | 4 |
| PACE Language Arts 4 B | Language Arts | 1578 | 0.5 | 4 |
| PACE Math 4 A | Mathematics | 1610 | 0.5 | 4 |

Nevada Department of Education - Approved Distance Education Courses

Connections Academy - Approved Course List

Approval valid until 9/1/2013 unless otherwise stated.

| Course | Subject Area | Vendor # | Credits | Grade |
|--|----------------|----------|---------|-------|
| Health and Physical Education 6 | Health and PE | 1488 | 0.5 | 6 |
| Language Arts 6 A | Language Arts | 1674 | 0.5 | 6 |
| Language Arts 6 B | Language Arts | 1675 | 0.5 | 6 |
| Math 6 A | Mathematics | 1687 | 0.5 | 6 |
| Math 6 B | Mathematics | 1688 | 0.5 | 6 |
| Modern World Studies A | Social Studies | 1504 | 0.5 | 6 |
| Modern World Studies D | Social Studies | 1505 | 0.5 | 6 |
| PACE Language Arts 6 A | Language Arts | 1606 | 0.5 | 6 |
| PACE Language Arts 6 B | Language Arts | 1580 | 0.5 | 6 |
| PACE Math 6 A | Mathematics | 1612 | 0.5 | 6 |
| PACE Math 6 B | Mathematics | 1586 | 0.5 | 6 |
| Science 6 A | Science | 1259 | 0.5 | 6 |
| Science 6 B | Science | 1260 | 0.5 | 6 |
| Social Studies 6 A | Social Studies | 1289 | 0.5 | 6 |
| Social Studies 6 B | Social Studies | 1290 | 0.5 | 6 |
| Art 7 | Humanities | 983 | 0.5 | 7 |
| Educational Technology and Online Learning 7 | Technology | 1811 | 0.5 | 7 |
| Gifted and Talented Language Arts 7 A | Language Arts | 1682 | 0.5 | 7 |
| Gifted and Talented Language Arts 7 B | Language Arts | 1683 | 0.5 | 7 |
| Gifted and Talented Literature Study 7 | Language Arts | 1047 | 0.5 | 7 |
| Gifted and Talented Math 7 A - Algebra | Mathematics | 1408 | 0.5 | 7 |
| Gifted and Talented Math 7 B - Algebra | Mathematics | 1409 | 0.5 | 7 |
| Health and Physical Education 7 | Health and PE | 1489 | 0.5 | 7 |
| Language Arts 7 A | Language Arts | 1676 | 0.5 | 7 |
| Language Arts 7 B | Language Arts | 1677 | 0.5 | 7 |
| Math 7 A | Mathematics | 1278 | 0.5 | 7 |
| Math 7 B | Mathematics | 1319 | 0.5 | 7 |
| PACE Language Arts 7 A | Language Arts | 1607 | 0.5 | 7 |
| PACE Language Arts 7 B | Language Arts | 1581 | 0.5 | 7 |
| PACE Math 7 A | Mathematics | 1613 | 0.5 | 7 |
| PACE Math 7 B | Mathematics | 1587 | 0.5 | 7 |
| Science 7 A | Science | 1261 | 0.5 | 7 |
| Science 7 B | Science | 1262 | 0.5 | 7 |
| Social Studies 7 A | Social Studies | 1287 | 0.5 | 7 |
| Social Studies 7 B | Social Studies | 1288 | 0.5 | 7 |
| Algebra Readiness (Pre-Algebra) A | Mathematics | 1729 | 0.5 | 8 |
| Algebra Readiness (Pre-Algebra) B | Mathematics | 1730 | 0.5 | 8 |
| Art 8 | Humanities | 984 | 0.5 | 8 |

Connections Academy - Approved Course List

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| Course | Subject Area | Vendor # | Credits | Grade |
|--|-------------------|----------|---------|-------|
| Educational Technology and Online Learning 8 | Technology | 1812 | 0.5 | 8 |
| Gifted and Talented Language Arts 8 A | Language Arts | 1684 | 0.5 | 8 |
| Gifted and Talented Language Arts 8 B | Language Arts | 1685 | 0.5 | 8 |
| Gifted and Talented Literature Study 8 | | 1048 | 0.5 | 8 |
| Gifted and Talented Math 8 A - Geometry | Mathematics | 1411 | 0.5 | 8 |
| Gifted and Talented Math 8 B - Geometry | Mathematics | 1410 | 0.5 | 8 |
| Health and Physical Education 8 | Health and PE | 1490 | 0.5 | 8 |
| Language Arts 8 A | Language Arts | 1678 | 0.5 | 8 |
| Language Arts 8 B | Language Arts | 1679 | 0.5 | 8 |
| PACE Language Arts 8 A | Language Arts | 1608 | 0.5 | 8 |
| PACE Language Arts 8 B | Language Arts | 1582 | 0.5 | 8 |
| PACE Math 8 A | Mathematics | 1614 | 0.5 | 8 |
| PACE Math 8 B | Mathematics | 1588 | 0.5 | 8 |
| Science 8 A | Science | 1263 | 0.5 | 8 |
| Science 8 B | Science | 1264 | 0.5 | 8 |
| Social Studies 8 A | Social Studies | 1349 | 0.5 | 8 |
| Social Studies 8 B | Social Studies | 1350 | 0.5 | 8 |
| College Prep with ACT | Career Technical | 1253 | 0.5 | 11 |
| College Prep with SAT | Career Technical | 1254 | 0.5 | 11 |
| Headsprout Reading A | Language Arts | 552 | 0.25 | K-2 |
| Headsprout Reading B | Language Arts | 560 | 0.25 | K-2 |
| Headsprout Reading C | Language Arts | 559 | 0.5 | K-2 |
| Sign Language | Humanities | 1191 | 0.5 | K-5 |
| Fast ForWord Enrichment A | Language Arts | 1804 | 0.25 | K-8 |
| Fast ForWord Enrichment B | Language Arts | 1805 | 0.25 | K-8 |
| Fast Track Language Arts A | Language Arts | 1592 | 0.5 | K-8 |
| Fast Track Language Arts B | Language Arts | 1569 | 0.5 | K-8 |
| Fast Track Math A | Mathematics | 1593 | 0.5 | K-8 |
| Fast Track Math B | Mathematics | 1570 | 0.5 | K-8 |
| Fast Track Science A | Science | 1594 | 0.5 | K-8 |
| Fast Track Science B | Science | 1571 | 0.5 | K-8 |
| Fast Track Social Studies A | Social Studies | 1595 | 0.5 | K-8 |
| Fast Track Social Studies B | Social Studies | 1572 | 0.5 | K-8 |
| Home Life | Interdisciplinary | 1837 | 0.5 | K-8 |
| Raz-Kids | Language Arts | 1500 | 0.5 | K-8 |
| Language Arts ST A | Language Arts | 1601 | 0.5 | K-9 |
| Language Arts ST B | Language Arts | 1589 | 0.5 | K-9 |
| Math ST A | Mathematics | 1602 | 0.5 | K-9 |
| Math ST | Mathematics | 1590 | 0.5 | K-9 |

Connections Academy - Approved Course List

Approval valid until 9/1/2013 unless otherwise stated.

| Course | Subject Area | Vendor # | Credits | Grade |
|-----------------------------|----------------|----------|---------|-------|
| AP Art History A | Humanities | 1079 | 0.5 | 9-12 |
| AP Art History B | Humanities | 1080 | 0.5 | 9-12 |
| AP Biology A | Science | 1750 | 0.5 | 9-12 |
| AP Biology B | Science | 1751 | 0.5 | 9-12 |
| AP Calculus AB A | Mathematics | 1481 | 0.5 | 9-12 |
| AP Calculus AB B | Mathematics | 1482 | 0.5 | 9-12 |
| AP Calculus BC A | Mathematics | 1435 | 0.5 | 9-12 |
| AP Calculus BC B | Mathematics | 1438 | 0.5 | 9-12 |
| AP Computer Science A A | Technology | 1069 | 0.5 | 9-12 |
| AP Computer Science A B | Technology | 1070 | 0.5 | 9-12 |
| AP English Language A | Language Arts | 1446 | 0.5 | 9-12 |
| AP English Language B | Language Arts | 1447 | 0.5 | 9-12 |
| AP English Literature A | Language Arts | 1448 | 0.5 | 9-12 |
| AP English Literature B | Language Arts | 1449 | 0.5 | 9-12 |
| AP Environmental Science | Science | 1059 | 0.5 | 9-12 |
| AP Macroeconomics | Social Studies | 1077 | 0.5 | 9-12 |
| AP Microeconomics | Social Studies | 1078 | 0.5 | 9-12 |
| AP Physics B A | Science | 1071 | 0.5 | 9-12 |
| AP Physics B B | Science | 1072 | 0.5 | 9-12 |
| AP Psychology | Social Studies | 1460 | 0.5 | 9-12 |
| AP Statistics A | Mathematics | 1724 | 0.5 | 9-12 |
| AP Statistics B | Mathematics | 1725 | 0.5 | 9-12 |
| AP US Government | Social Studies | 1723 | 0.5 | 9-12 |
| AP US History A | Social Studies | 1082 | 0.5 | 9-12 |
| AP US History B | Social Studies | 1083 | 0.5 | 9-12 |
| AP World History A | Social Studies | 1084 | 0.5 | 9-12 |
| AP World History B | Social Studies | 1085 | 0.5 | 9-12 |
| Art History A | Humanities | 641 | 0.5 | 9-12 |
| Art History B | Humanities | 663 | 0.5 | 9-12 |
| Basic Algebra 1 A | Mathematics | 1396 | 0.5 | 9-12 |
| Basic Algebra 1 B | Mathematics | 1397 | 0.5 | 9-12 |
| Basic Algebra 2 A | Mathematics | 1502 | 0.5 | 9-12 |
| Basic Algebra 2 B | Mathematics | 1503 | 0.5 | 9-12 |
| Basic American Government A | Social Studies | 1412 | 0.5 | 9-12 |
| Basic American Government B | Social Studies | 1413 | 0.5 | 9-12 |
| Basic Biology A | Science | 1339 | 0.5 | 9-12 |
| Basic Biology B | Science | 1340 | 0.5 | 9-12 |
| Basic Economics | Social Studies | 826 | 0.5 | 9-12 |
| Basic English 10 A | Language Arts | 1785 | 0.5 | 9-12 |
| Basic English 10 B | Language Arts | 1786 | 0.5 | 9-12 |

Connections Academy - Approved Course List

Approval valid until 9/1/2013 unless otherwise stated.

| Course | Subject Area | Vendor # | Credits | Grade |
|-------------------------------|------------------|----------|---------|-------|
| Basic English 11 A | Language Arts | 851 | 0.5 | 9-12 |
| Basic English 11 B | Language Arts | 849 | 0.5 | 9-12 |
| Basic English 12 A | Language Arts | 1791 | 0.5 | 9-12 |
| Basic English 12 B | Language Arts | 1794 | 0.5 | 9-12 |
| Basic English 9 A | Language Arts | 1755 | 0.5 | 9-12 |
| Basic English 9 B | Language Arts | 1758 | 0.5 | 9-12 |
| Basic Geometry A | Mathematics | 1492 | 0.5 | 9-12 |
| Basic Geometry B | Mathematics | 1493 | 0.5 | 9-12 |
| Basic Physical Science A | Science | 1341 | 0.5 | 9-12 |
| Basic Physical Science B | Science | 1342 | 0.5 | 9-12 |
| Basic United States History A | Social Studies | 827 | 0.5 | 9-12 |
| Basic United States History B | Social Studies | 828 | 0.5 | 9-12 |
| Basic World History A | Social Studies | 829 | 0.5 | 9-12 |
| Basic World History B | Social Studies | 830 | 0.5 | 9-12 |
| Biology A | Science | 841 | 0.5 | 9-12 |
| Biology B | Science | 842 | 0.5 | 9-12 |
| Business Systems Technology | Technology | 880 | 0.5 | 9-12 |
| Calculus A | Mathematics | 1473 | 0.5 | 9-12 |
| Calculus B | Mathematics | 1474 | 0.5 | 9-12 |
| Career Exploration | Career Technical | 793 | 0.5 | 9-12 |
| Chemistry A | Science | 850 | 0.5 | 9-12 |
| Chemistry B | Science | 852 | 0.5 | 9-12 |
| Chinese I A | Humanities | 1719 | 0.5 | 9-12 |
| Chinese I B | Humanities | 1720 | 0.5 | 9-12 |
| Chinese II A | Humanities | 1721 | 0.5 | 9-12 |
| Chinese II B | Humanities | 1722 | 0.5 | 9-12 |
| Consumer Math A | Mathematics | 1801 | 0.5 | 9-12 |
| Consumer Math B | Mathematics | 1802 | 0.5 | 9-12 |
| Digital Photography | Humanities | 1459 | 0.5 | 9-12 |
| Drivers Education | Other | 1058 | 0.5 | 9-12 |
| Earth Science A | Science | 985 | 0.5 | 9-12 |
| Earth Science B | Science | 986 | 0.5 | 9-12 |
| Economics | Social Studies | 762 | 0.5 | 9-12 |
| Emergent Computer Technology | Technology | 877 | 0.5 | 9-12 |
| English 10 A | Language Arts | 1788 | 0.5 | 9-12 |
| English 10 B | Language Arts | 1790 | 0.5 | 9-12 |
| English 11 A | Language Arts | 764 | 0.5 | 9-12 |
| English 11 B | Language Arts | 765 | 0.5 | 9-12 |
| English 12 A | Language Arts | 1793 | 0.5 | 9-12 |
| English 12 B | Language Arts | 1796 | 0.5 | 9-12 |

Connections Academy - Approved Course List

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| Course | Subject Area | Vendor # | Credits | Grade |
|----------------------------------|----------------|----------|---------|-------|
| English 9 A | Language Arts | 1754 | 0.5 | 9-12 |
| English 9 B | Language Arts | 1757 | 0.5 | 9-12 |
| Environmental Science A | Science | 1457 | 0.5 | 9-12 |
| Environmental Science B | Science | 1458 | 0.5 | 9-12 |
| Explorations in Mathematics A | Mathematics | 654 | 0.5 | 9-12 |
| Explorations in Mathematics B | Mathematics | 673 | 0.5 | 9-12 |
| French I A | Humanities | 1420 | 0.5 | 9-12 |
| French I B | Humanities | 1421 | 0.5 | 9-12 |
| French II A | Humanities | 1422 | 0.5 | 9-12 |
| French II B | Humanities | 1423 | 0.5 | 9-12 |
| French III A | Humanities | 1424 | 0.5 | 9-12 |
| French III B | Humanities | 1425 | 0.5 | 9-12 |
| French IV A | Humanities | 1426 | 0.5 | 9-12 |
| French IV B | Humanities | 1427 | 0.5 | 9-12 |
| Game Design | Technology | 1839 | 0.5 | 9-12 |
| Geography and Society | Social Studies | 1659 | 0.5 | 9-12 |
| Geometry A | Mathematics | 874 | 0.5 | 9-12 |
| Geometry B | Mathematics | 873 | 0.5 | 9-12 |
| German I A | Humanities | 1709 | 0.5 | 9-12 |
| German I B | Humanities | 1710 | 0.5 | 9-12 |
| German II A | Humanities | 1711 | 0.5 | 9-12 |
| German II B | Humanities | 1712 | 0.5 | 9-12 |
| German III A | Humanities | 1713 | 0.5 | 9-12 |
| German III B | Humanities | 1714 | 0.5 | 9-12 |
| Health, Fitness, and Nutrition A | Health and PE | 653 | 0.5 | 9-12 |
| Health, Fitness, and Nutrition B | Health and PE | 672 | 0.5 | 9-12 |
| Honors Algebra 1 A | Mathematics | 869 | 0.5 | 9-12 |
| Honors Algebra 1 B | Mathematics | 870 | 0.5 | 9-12 |
| Honors Algebra 2 A | Mathematics | 883 | 0.5 | 9-12 |
| Honors Algebra 2 B | Mathematics | 884 | 0.5 | 9-12 |
| Honors American Government A | Social Studies | 822 | 0.5 | 9-12 |
| Honors American Government B | Social Studies | 823 | 0.5 | 9-12 |
| Honors Biology A | Science | 839 | 0.5 | 9-12 |
| Honors Biology B | Science | 840 | 0.5 | 9-12 |
| Honors Chemistry A | Science | 756 | 0.5 | 9-12 |
| Honors Chemistry B | Science | 757 | 0.5 | 9-12 |
| Honors Earth Science A | Science | 1090 | 0.5 | 9-12 |
| Honors Earth Science B | Science | 1091 | 0.5 | 9-12 |
| Honors English 10 A | Language Arts | 1787 | 0.5 | 9-12 |

Connections Academy - Approved Course List

Approval valid until 9/1/2013 unless otherwise stated.

| Course | Subject Area | Vendor # | Credits | Grade |
|--|-------------------|----------|---------|-------|
| Honors English 10 B | Language Arts | 1789 | 0.5 | 9-12 |
| Honors English 11 A | Language Arts | 845 | 0.5 | 9-12 |
| Honors English 11 B | Language Arts | 848 | 0.5 | 9-12 |
| Honors English 12 A | Language Arts | 1792 | 0.5 | 9-12 |
| Honors English 12 B | Language Arts | 1795 | 0.5 | 9-12 |
| Honors English 9 A | Language Arts | 1756 | 0.5 | 9-12 |
| Honors English 9 B | Language Arts | 1759 | 0.5 | 9-12 |
| Honors Geometry A | Mathematics | 876 | 0.5 | 9-12 |
| Honors Geometry B | Mathematics | 875 | 0.5 | 9-12 |
| Honors Physical Science A | Science | 846 | 0.5 | 9-12 |
| Honors Physical Science B | Science | 847 | 0.5 | 9-12 |
| Honors Precalculus A | Mathematics | 1797 | 0.5 | 9-12 |
| Honors Precalculus B | Mathematics | 1798 | 0.5 | 9-12 |
| Honors United States History A | Social Studies | 837 | 0.5 | 9-12 |
| Honors United States History B | Social Studies | 838 | 0.5 | 9-12 |
| Honors World History A | Social Studies | 831 | 0.5 | 9-12 |
| Honors World History B | Social Studies | 832 | 0.5 | 9-12 |
| Independent Study - General | Independent Study | 906 | 0.5 | 9-12 |
| Independent Study - Life Skills | Independent Study | 1189 | 0.5 | 9-12 |
| Independent Study - Life Skills ELL | Independent Study | 1494 | 0.5 | 9-12 |
| Independent Study - Physical Education | Independent Study | 908 | 0.5 | 9-12 |
| Introduction to Computers and Applications A | Technology | 878 | 0.5 | 9-12 |
| Introduction to Computers and Applications B | Technology | 879 | 0.5 | 9-12 |
| Japanese I A | Humanities | 1416 | 0.5 | 9-12 |
| Japanese I B | Humanities | 1417 | 0.5 | 9-12 |
| Japanese II A | Humanities | 1418 | 0.5 | 9-12 |
| Japanese II B | Humanities | 1419 | 0.5 | 9-12 |
| Journalism A | Language Arts | 643 | 0.5 | 9-12 |
| Journalism B | Language Arts | 665 | 0.5 | 9-12 |
| Keyboarding | Technology | 1188 | 0.5 | 9-12 |
| Latin I A | Humanities | 1715 | 0.5 | 9-12 |
| Latin I B | Humanities | 1716 | 0.5 | 9-12 |
| Latin II A | Humanities | 1717 | 0.5 | 9-12 |
| Latin II B | Humanities | 1718 | 0.5 | 9-12 |
| Music Appreciation | Humanities | 1054 | 0.5 | 9-12 |
| Peer Tutoring | Other | 1374 | 0.5 | 9-12 |
| Personal Finance | Social Studies | 763 | 0.5 | 9-12 |
| Personal Fitness | Health and PE | 645 | 0.5 | 9-12 |
| Physical Education | Health and PE | 698 | 0.5 | 9-12 |

Appendix K Relevant Instructional Strategies

Introduction

Following extensive research into best and promising practices in teaching, learning, and school design, we piloted an innovative blended learning (hybrid) K-12 school and proposed that a full model be opened as a charter school in the fall of 2013. Our goals for the school are to improve the opportunities for students to learn, encourage the use of effective methods of teaching and provide an accurate measurement of the educational achievement of pupils. The school's mission is to maximize academic achievement, prepare students for college and develop life-long learners who are prepared to contribute purposefully to society. The Blended Model provides the best of online and face-to-face education. We will employ highly qualified teachers with specialized training in teaching in a hybrid classroom. The school's standard and enhanced curriculum prepares students for the 21st Century with problem solving, decision-making and strong leadership skills. Extensive use of cutting edge technologies will allow authentic learning opportunities for students and allow parents to interact with school personnel and be an integral part of the school experience.

Background

Our academy is a blended learning (Hybrid) school that combines a rigorous online curriculum with highly qualified teachers in a face-to-face classroom. World-class educational programs must embrace the digital world of the 21st century and meet the individual needs of today's students. The real and perceived failure of public and private schools has spurred a new industry of public online and face-to-face charter schools. Thirty-nine states now have State online (Virtual) schools with a nationwide population that is doubling every year. As of 2010 there were 450,000 students enrolled in State virtual schools in the United States. (Keeping Pace, INACOL, 2010).

Enrollment in Virtual Charter Schools is exploding. In 2000, there were 40-50,000 students enrolled in K-12 online education. In 2009, INACOL estimated there were 1,500,000 students enrolled in k-12 online education. Virtual schools do attempt to take advantage of the digital world by offering today's mobile and active students with 24-7 access to the curriculum. However, virtual schools do not provide the most important ingredient to a student's success - a highly qualified face-to-face teacher. Online teachers workload often includes 300 to 350 students with instructions to contact each student via email at least once per week. Much of the instruction is left to "Learning Coaches" which in most cases are the parents. Unfortunately, most parents do not have the knowledge, skills or time to serve as full-time teachers for their children. It is no wonder that online schools have a higher dropout rate and lower performances on math than traditional schools (Minnesota Star Tribune, 9-19-11- State Audit). The State audit found:

During the 2009-10 school year, Minnesota's full-time online students finished only 63 percent of the courses they started. Just 16 percent of those in high school were proficient on state math tests, compared with 41 percent in the same grades at schools throughout Minnesota. And fully one-quarter of the 12th-graders dropped out by the end of the school year, vastly more than the 3 percent of all students who did so statewide. <http://www.startribune.com/local/south/130145813.html>

Brick and mortar charter schools fair better than online charter schools. In fact, 17% of face-to-face Charter Schools do better than public schools in terms of drop-out rates and performance indicators. (NEA President, Interview October 1, 2011 on CNN based on CREDO Study). This data, of course, means, 83% of public face-to-face charter schools do the same or worse than public schools.

A new kind of school is emerging - the Blended Learning or Hybrid School that combines online classes with face-to-face instruction. While there are still very few hybrid schools and therefore little long-term data available, it is clear that the hybrid approach is supported by available data. The U.S. Department of Education Study of Online Learning, "Evaluation of Evidence-based Practice in Online Learning: A Meta-Analysis and Review of Online Learning Studies" (2009) concluded:

a. "Overall, the meta-analysis found that students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction."

b. “Instruction combining online learning with face-to-face elements had a larger advantage... students that participated in online learning and who spent more time on task benefited the most.”

INACOL added, “Blended Learning (hybrid) schools have been shown to have the most positive impact on student learning” (INACOL 2010).

Evidence Based Success at the Core of Our School Design

Research reports show hybrid education is successful for several reasons including, (1) the online curriculum is available 24-7, (2) students have flexibility in and individual timelines to meet the online requirements, (3) face-to-face instruction can individualize learning activities to meet individual need, (4) teachers can use effective teaching methods to engage all students. Therefore, teachers can create lessons, activities, or other learning opportunities for each student based on the data and seek assistance if any student needs additional help, and (5) the combination of online and face-to-face schooling fits very well with the needs of today’s students. (CREDO, 2009).

According to the Pew Internet Project report: “the Internet is an important element in the overall educational experience of many teenagers.” For example, the report found:

- 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).
- 86% percent of teens, 88% of online teens, and 80% of all parents believe that the Internet helps teenagers to do better in school.
- 85% of 17 year olds have gone online to get information about a college, university, or other school they were thinking about attending.

The Hybrid model also fits very well with current school reform and re-design efforts. For example, according to INACOL in its 2011 Keeping Pace Report:

- Data suggest that in about six years 10% of all courses will be computer-based, and by 2019 about 50% of courses will be delivered online.
- 90% of the fastest growing jobs in the economy require a college degree.
- Over 40% of our nation’s high schools do not offer any AP courses. Many of these schools serve predominantly low-income and minority students.
- Virtual schools and online programs provide AP courses.
- While only 44% of U.S. high school students studied a foreign language in 2002, learning a second or third foreign language is compulsory for students in the European Union and elsewhere.
- Virtual schools offer foreign language courses online that allow interactive communication and collaboration with students and teachers across state and national boundaries for 21st century learning.
- 52% of middle school and 15% of high school mathematics teachers did not have a major or minor in mathematics and 40% of middle school and 11% of high school science teachers did not have a major or minor in science.
- Virtual schools and online programs provide a range of courses such as science, math, foreign languages, electives and remedial courses with highly qualified teachers.
- According to the Manhattan Institute, 70% of all students in public high schools graduate, and only 32% of all students leave high school qualified to attend four-year colleges.
- The high school graduation rate in the United States is 70%. High school drop-out rates in urban areas average 50%
- Only 51% of all black students and 52% of all Hispanic students graduate, and only 20% of all black students and 16% of all Hispanic students leave high school college-ready.
- According to recent research from the Silent Epidemic study, 47% said a major reason for dropping out was that “classes were not interesting” and they were “bored”; 88% of dropouts had passing grades.
- The National Education Technology Plan recommended that every student have access to e-learning opportunities and every teacher have access to e-learning training.
- Virtual schools and online learning can help provide equal access to rigorous courses for all students, reducing inequities that exist across the educational system.
- Today 6,000 talented young people will drop out of school.

- Today only 11 states require credits in a foreign language for students to graduate.
- Today African American students are 14% of those in school, but only 7% of those are taking Advanced Placement exams.
- Today two-thirds of high school students will be bored in at least one class.
- Today 15 million students who need mentors do not have them.
- 69% of the public say that they “would be willing to have a child [of theirs] go through high school taking some academic courses over the Internet.

In addition, according to INACOL, blended learning can and should change educational practice in one of several ways. Among the possibilities are, blended (hybrid) learning:

- can significantly expand the school day or school year by allowing instruction to take place outside of the classroom. Class discussions can occur before or after school, or conversely, can occur during school, building on assignments and learning activities that already have or will occur online, thereby using the time students and teacher are together to best advantage for meaningful conversation that furthers the work students have done in their time outside of the face-to-face classroom. Students can access their courses for self-study in the early morning, evenings or on weekends when the school is not open and a teacher may not be available. Assignments can be given and completed before school starts in the fall, or over the summer. Studies have shown correlations between student achievement and learning time; blended learning allows for an increase in instructional time without requiring school buildings to be open for longer periods.”
- can significantly change the method of instruction, in one or more of many ways. Blended learning can personalize instruction to each student in a classroom, freeing the teacher to focus on working one-on-one with students in particular areas that they need additional help. It can allow students to work through math problems, for example, at their own rate, moving on as they demonstrate mastery and providing additional instruction in areas where students need help—or highlighting for the teacher the students who need assistance in a particular area.
- can change the human capital or physical infrastructure equation in education. The role of teachers may change, shifting teachers away from mass lectures and towards one-on-one instruction. For school administrators, the role of physical classrooms and buildings may change as a significant percentage of students access their education from outside of the school building.
- can bridge the gap between traditional face-to-face instructional structures and practice and online structures and practice, paving the road toward mainstream online learning opportunities for all students. (Keeping Pace - INACOL, 2010 p.42)

INACOL goes on to point out some additional benefits of Blended Learning:

- The most important potential benefit of blended learning is increased student engagement and learning. While many blended learning programs are so new that data over multiple years are not yet available, some programs are already showing promising results.
- In addition to the most important benefit, student learning, there are several additional potential benefits:
- Potential cost savings in physical infrastructure: Data comparing the costs of online, blended, and face-to-face instruction are limited, but there is a lack of evidence that the operating costs of online and blended are significantly lower than the cost of face-to-face instruction. However, potential cost savings exist in physical infrastructure, as blended learning can reduce the amount of classroom space that is necessary for a school with a given number of students. For example, Albuquerque’s new eCADEMY is intended to serve students with 80% online instruction and 20% onsite instruction. The building cost 1/7 as much as a new school building that is serving half the number of students entirely onsite.
- 21st century skills development: When blended learning is used to enhance classroom instruction, it can foster the development of 21st century literacies, which do not merely hinge on technological proficiency. Quality blended learning prepares students to think critically, to build collaborative relationships, to problem solve, and to communicate in a diverse global community.
- Enriched experience for the student: Experience with online learning shows that in many areas an online learning experience can match or improve upon that of a face-to-face classroom. Yet an even higher level of achievement

comes when face-to-face teacher contact is involved as well. For the struggling student, this can help keep the student on track, help with specific issues, and possibly provide face time with fellow students as well to reinforce peer-to-peer support and interaction. For the solid or advanced student it helps to identify opportunities for further growth and also provides reinforcing interaction with peers.

- Enhanced personalization of learning: Done right, blended learning should allow students to move seamlessly and as needed from an independent, online-based instructional world to 1:1 interaction with qualified professional instructors with opportunities in-between for small group, peer-to-peer interaction online or offline. No more all or nothing, either/or.
- Increased communication and support: One key advantage of blended learning is an extra adult in the communication and monitoring processes. In addition to the student/ parent/teacher aspect of online learning, students in blended environments potentially get an “extra parent” through a face-to-face teacher or qualified lab facilitator. Keeping Pace, INACOL, 2010. P 43

The cited research demonstrates blended learning environments can have many benefits and produce excellent academic performance results for students.

Blended Learning, Teaching and Teaching Methods

Based on available research studies, we chose the blended or hybrid model as the best educational model for our Academy because it offers the best opportunity for students that enroll in our school to reach their highest academic goals. INACOL studies and the Pew Research Report cited above, show that an online curriculum coupled with excellent teachers increases academic performance for all students. In addition, the student progress data from our pilot program convinced the us that the blended model will be successful with students in our home state of Nevada and elsewhere.

Our school addresses four purposes required by the state for all charter schools:

1. Improving the opportunities for pupils to learn;
 - Our Academy improves the opportunities for students learn by offering a flexible yet rigorous online curriculum and innovative and individualized face-to-face instruction.
2. Encouraging the use of effective methods of teaching;
 - Our teachers are trained in using a variety of online and face-to-face teaching methods. Blended learning offers many opportunities for teachers to utilize a variety of large group, small group and individualized instructional methods in face-to-face and online settings. Teaching methods and assessments will be based on a variety of learning styles and student preferences.
3. Creating/providing professional development opportunities for teachers.
 - Our teachers will be involved in specialized academic training in teaching in a hybrid through university courses and professional development sessions. Professional development will take place prior to the start of school, during school hours, and in the summer. Our supervisors and mentor teachers will also work with new teachers or teachers in need of support during class sessions.

Scalable and Success Based

Our hybrid model will be scalable and success based on our extensive review of online and blended learning research, case studies of existing schools and data from the pilot hybrid school. We have cited much of the research on online and hybrid schools above. The PEW Research studies, the INACOL studies and the meta-analysis of current research all conclude that students in blended learning (hybrid) environments are as or more successful than students in traditional brick and mortar schools or online schools.

Based on this experience and the larger research on online and hybrid schools, we are convinced our hybrid model of 49/51 online/face-to-face instruction will be effective with all students.

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Appendix L Professional Development

All teachers and staff will participate in the following types of professional development activities:

A. Professional development for all new teachers. The content of these workshops will include the teacher training offered by the online school (any or all the ones we will utilize in the Academy) and content from the four graduate courses developed for a University Certificate in Teaching Online and in Hybrid Schools. University faculty and other experts on online teaching and charter schools will conduct the professional development workshops. The workshops will include the following topics:

1. The Big Picture of online and hybrid charter schools:

- NACOL Standards for online programs schools and courses.
- Research on the effectiveness of online learning;

A. Instruction in online and hybrid schools:

- When success is the only option: Competency Based Learning;
- iNACOL standards for online teaching;
- Best practices in online teaching;

B. Technology in online and hybrid schools;

- Tech skills for hybrid teachers;
- Socialization in hybrid schools;

C. The importance of content knowledge, pedagogical knowledge and knowledge about technology;

- Tech training: Basic and advanced skills for hybrid teachers

- Online teaching methods - Synchronous and asynchronous communication skills;
- Classroom management in a hybrid school;
- Teacher add-ons to improve the online curriculum, i.e. Test preparation, field trips, guest speakers, special topics, etc.

3. Equity, access and diversity in hybrid schools:

- Equity and access in online education;
- Overcoming the digital divide;
- Six pillars of effective dropout prevention; early attrition of first time e-learners;
- Increasing student achievement for all students in hybrid schools.
- Creating and maintain a student and teacher friendly environment where students and teachers feel supported, encouraged to succeed, safe, and have the knowledge and skills to reach their highest standards.

It is clear that we will not be able to address all of these issues in one week of professional development. However, we will address all of these and other topics during the course of the first year. Priority for topics will be based on the education, training, and needs of the personnel hired. We expect the Head of School and faculty to set up the agenda for the initial professional development workshops. We will address all of the topics through professional development during the first year of school.

B. In-service workshops - selected days when students are not present. We will provide two in-service workshops per semester for all teachers and staff members. These workshops will occur prior to students coming to school or days in which the students are not present. The topics addressed will be chosen by teachers and administrators based on teacher input, data analysis, parental and community input, and administrator observations.

C. On-going professional development with supervisors during school hours. Supervisors will have the opportunity to work with teachers and tutors on a daily basis. Since there are always two instructors (teacher and tutor) in every class, teachers or tutors can be pulled out of the class for professional development activities as needed.

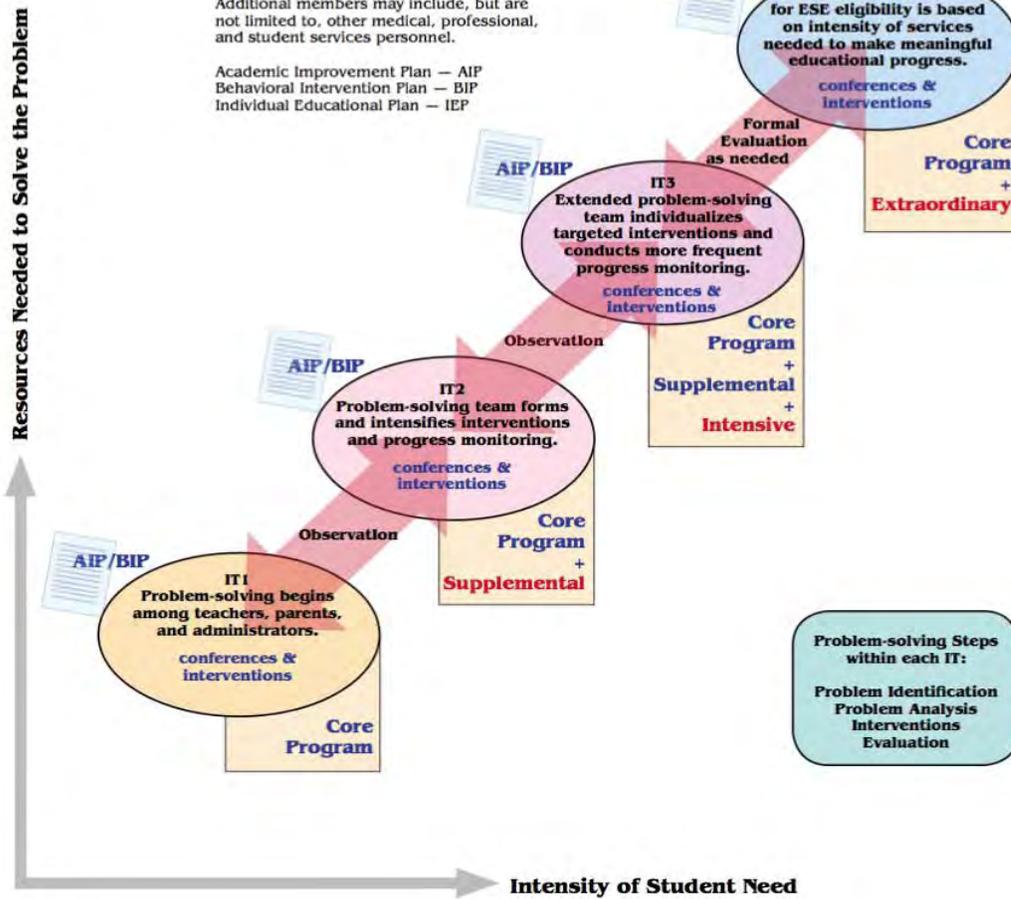
Appendix C M Rtl model

Response to Intervention (RtI) Intervention Tier (IT) Flowchart

The core members of the team beginning at IT1 are the classroom teacher, parent(s), and student as appropriate.

Additional members may include, but are not limited to, other medical, professional, and student services personnel.

Academic Improvement Plan – AIP
Behavioral Intervention Plan – BIP
Individual Educational Plan – IEP



This model demonstrates the response need to solve problems based on the intensity of Student Need.

Appendix N RtI Resources

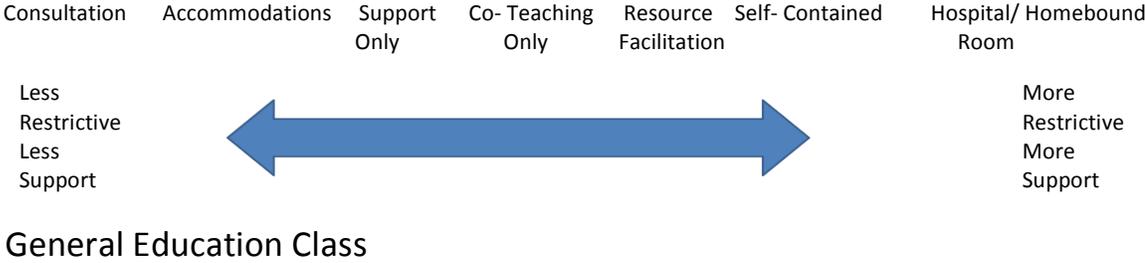
1. National Center on Response to Intervention <http://www.rti4success.org>
2. RTI Wire http://www.jimwrightonline.com/php/rti/rti_wire.php
3. RTI Resources.org <http://www.rtiresources.org>

Appendix O Continuum of Service Delivery Model

Legacy International College Prep Academy

CONTINUUM OF SERVICE DELIVERY

Out-of-Class Support In-Class Supports Specialized Placement



Appendix P CSP Grant Budget

| PART II: BUDGET NARRATIVE | | | | |
|---|---------------------|---------------------|---------------------|----------------|
| 2012 CFDA 84.282B Charter Schools Program Non-SEA | | | | Planning, |
| Program Design, and Initial Implementation | | | | |
| Legacy International College Prep Academy (LICPA) | | | | |
| | Planning, Design | Implementation | | |
| | YEAR 1 2012-2013 | YEAR 2 2013-2014 | YEAR 3 2014-2015 | |
| 1. PERSONNEL | | | | |
| a. School Director (SD). | 17,500 | 17,500 | 17,500 | 52,500 |
| b. Office Manager (OM) | 7,500 | 7,500 | 7,500 | 22,500 |
| TOTAL | 25,000 | 25,000 | 25,000 | 75,000 |
| 2. FRINGE BENEFITS | | | | |
| a. SD | 5,600 | 5,600 | 5,600 | 16,800 |
| b. OM | 2,400 | 2,400 | 2,400 | 7,200 |
| TOTAL | 8,000 | 8,000 | 8,000 | 24,000 |
| 3. TRAVEL | | | | |
| a. In-state travel | 555 | 555 | 555 | 1,665 |
| b. Annual required 2-day grant meeting | 14,208 | 14,208 | 14,208 | 42,624 |
| c. Annual National Charter Schools meeting | 14,208 | 14,208 | 14,208 | 42,624 |
| TOTAL | 28,971 | 28,971 | 28,971 | 86,913 |
| 4. EQUIPMENT | 0 | 0 | 0 | 0 |
| 5. SUPPLIES | | | | |
| a. General Office | 5,000 | 1,000 | 1,000 | 7,000 |
| b. Print & audio texts | 0 | 2,000 | 2,000 | 4,000 |
| c. Electronic testing materials | 0 | 4,000 | 4,000 | 8,000 |
| d. Classroom supplies | 0 | 5,000 | 5,000 | 10,000 |
| e. Online curricula | 0 | 50,000 | 50,000 | 100,000 |
| TOTAL | 5,000 | 62,000 | 62,000 | 129,000 |
| 6. CONTRACTUAL | | | | |
| a. Webmaster (WM) / IT Professional | 78,000 | 46,800 | 46,800 | 171,600 |
| b. Coordinator: parent/community involvement outreach | 0 | 5,000 | 7,000 | 12,000 |
| c. Presenters: professional development & technology use summer workshops for SD, teachers, tutors, parents | 0 | 15,000 | 22,000 | 37,000 |
| d. Consultants: curricula add-on development | 25,300 | 0 | 0 | 25,300 |
| TOTAL | 103,300 | 66,800 | 75,800 | 245,900 |
| 7. CONSTRUCTION | 0 | 0 | 0 | 0 |
| 8. OTHER | | | | |
| a. iPADs (3) | 2,392 | 0 | 0 | 2,392 |
| b. Printers (3) | 433 | 0 | 0 | 433 |
| c. iPhones (3) | 395 | 0 | 0 | 395 |
| d. Server | 3,794 | 0 | 0 | 3,794 |
| e. Software & software licenses, est. | 2,000 | 0 | 0 | 2,000 |
| f. External back-up system, est. | 1,500 | 0 | 0 | 1,500 |
| g. Televisions (4) | 3,205 | 0 | 0 | 3,205 |
| h. SMARTboards (8) | 16,000 | 0 | 0 | 16,000 |
| i. Accreditation certification | 0 | 9,000 | 0 | 9,000 |
| TOTAL | 29,719 | 9,000 | 0 | 38,719 |
| 9. TOTAL DIRECT COSTS lines 1-8 | 199,990 | 199,771 | 199,771 | 599,532 |
| 10. INDIRECT COSTS - N/A | 0 | 0 | 0 | 0 |
| 11. TRAINING STIPENDS - N/A | 0 | 0 | 0 | 0 |
| 12. TOTAL COSTS lines 9-11 | 199,990 | 199,771 | 199,771 | 599,532 |

Appendix B.3 Distance Education

Narrative B.3.2.1 Describe how the school will monitor and verify full-time student enrollment, etc.

The courses that Legacy International College Prep Academy (LICPA) intends to use are selected from the state approved distance education course list and will be used as a part of the distance education program that has been approved pursuant to NAC 388.830. The provider for these courses is Connections Education with CCSD course titles and numbers *that will be made available to eligible students*. See Attachment A, Connections Education Nevada Approved Course List. The List is also available at the state distance education website:

http://www.doe.nv.gov/Technology/ConnectionsEdApproved_Course_List.pdf

The instructor(s) utilize the online, program-generated evaluation components to assist in the monitoring and documentation of the full time students' enrollment, student participation in a full course load, credit accrual, and completion of the student's course(s). Additionally, in order to ensure the accurate recording of successful course completion and the awarding of course credit, the instructor will: Completely review the online and offline course work; Assure that the student earned a passing mark of 60%; Course objectives are completed and in compliance with Nevada Standards; Conference with the student's mentor to verify student's participation; Confirms the student's attendance by reviewing the teacher's contact log. The learning management system keeps a record of the student's assignments and the student's final grade. The Competency Based Program will assess course completion.

Issuance of Grades/Course Credit: The teacher of record issues the letter grade and credit earned. This information is turned into the registrar, who enters the course, grade and credit on to the student's transcript if the student is a regular student. A report card is mailed to the parents of the individual students.

Narrative B.3.2.2 Describe how the school will monitor and verify student progress.

All student-teacher-parent/guardian contact is recorded in a detailed electronic logbook maintained by the instructor called the Legacy Tracking System (LTS). LTS, our data management system, is built to provide teachers, students, parents and

administrators accurate data on student performance on a daily, or as needed, basis and to facilitate reporting and communication between all parties to maximize pupil academic achievement.. The LTS tracks student tests and assignment scores. Additionally, the LTS tracks all assessments including standardized tests and course specific assessments, student tests and assignment numbers in terms of the number required and remaining, student physical attendance in the Academy and online attendance by tracking student assignments, and collects and tracks all testing data to allow for a comprehensive review of each student's assessment data. The site director frequently reviews the logbook entries to monitor students' regular contact with the instructor, and to ensure the students' compliance with the accepted practices of the Distance Education Program.

The Legacy Tracking System (LTS), our data management system, is built to provide teachers, students, parents and administrators accurate data on student performance on a daily or as needed basis. The fully functioning LTS will also generate data for student, school, state and federal reports. The Legacy Tracking System (LTS) is functioning but is still under construction. As of today, the LTS provides the following:

The LTS currently: Tracks student tests and assignment scores. The LTS tracks all assessments including standardized tests and course specific assessments; Tracks student tests and assignment numbers in terms of the number required and remaining; Tracks student physical attendance in the Academy and online attendance by tracking student assignments; Collects and tracks all testing data to allow for a comprehensive review of each student's assessment data.

Narrative B.3.2.3 Describe how the school will provide appropriate services to distance learning students with disabilities and English learners.

The curriculum we will use, Connections Education, has programs designed to increase work with students who have disabilities, are English Language Learners to comply with state and federal requirements (See [A.8 Special Education Section](#)). Learning disabled students in 9-12 can be placed into our Connections "Foundations" courses tier in the course offerings designed for at risk students. Learning disabled students in K-8 may be placed into "Essential Courses." Also available is Connections Learning's Credit Recovery solution for all students including those with disabilities or English

language learning issues. Connections Learning also offers a comprehensive continuum of K-12 research-based support for English language learners. Built upon best teaching practices and research of leading language development experts, these programs help prepare ELLs for success in school using programs like skills tutor, text to speech software, and translation software.

Special Education services will be provided in accordance with NRS 386.582.3 which states, “If the governing body of a charter school is unable to provide appropriate special education program-related services for a particular disability of a pupil who is enrolled in the charter school, the governing body may request that the board of trustees of the school district of the county in which the student resides transfer that pupil to an appropriate school.”

LICPA can also adapt courses and lessons by using lesson modification tools for teachers including using small group tutoring, text read-aloud software, and a database of supplemental instructional resources at all levels of academic competency and in other languages. Additionally, our intervention plan could include, but is not limited to the following: More frequent contact between the instructor and the student; Working with a tutor; Working with supplementary online materials; A review of the aptitude placement assessment to determine if the course is suitable for the educational level of the student; Assurance that the home computer is working properly; Assuring that the student has the necessary learning tools, i.e. text books, calculator, dictionary, paper, etc.; Helping establish a proper home learning environment

Narrative B.3.2.4 Parent-teacher conferences. LICPA has a strong face-to-face component required for our students and parent teacher conferences will be in person on a quarterly basis. We will not accept part-time students or distance education only students into our program. Parent-teacher communication will be facilitated using the Legacy Tracking System, an in-house learning management system with strong two-way reporting and communication with parents, learning coaches, and other stakeholders. We will also have a more traditional relationship with parents since the school is a blended model described in other parts of this document.

Narrative B.3.2.5 Administer state-required assessments.

Students are required to report to the main campus or an identified testing site for the administration of the state mandated tests, with the exception of any satellite campus where students cannot leave the facility; in this case, a certified teacher/proctor will go to the satellite site and administer the test. Every effort will be made to provide transportation to students who do not have the means to travel to the school test site. In cases of extreme hardship, the Administration may approve that a trained test proctor administer the test to student(s) at a mutually agreed upon off-campus site.

Appendix B.4 Staffing and Human Resources

Narrative B.4.1 Staffing plan. LICPA anticipates an initial enrollment of 120 students. The school anticipates hiring a principal, one administrative office manager, 4 teachers, and 4 tutors/teachers' aides. This staffing level provides for 4 classroom teachers with a student ratio of 30 to 1. This staffing structure is sufficient for accomplishing the educational programs planned for the school. 4 paraprofessionals and/or tutors will assist in providing differentiated instruction. The school anticipates an increase in enrollment to a total of 240 students and in subsequent years, staffing increases will be proportionate to the increase in enrollment as set forth in the year one figures listed above.

In order to recruit highly qualified and successful teachers Accordingly, LICPA will: Recruit teachers through the Nevada Department of Education and (if possible) Clark County School District websites, place ads in local publications, coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns, whenever possible (as a means to train and recruit potential future staff). Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth.

Teacher Retention will be a focus and responsibility of both the Board and the School Administrator. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will be offered to teachers and staff to ensure their retention and employment satisfaction. Teacher's input will be valued. Accordingly, they will be provided opportunities for shared decision making with the school principal. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with

parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Narrative B.4.2 *Negotiation of employment contracts that complies with NRS 386.595.*

LICPA will comply with NRS 386.595 in the negotiation of all contracts for employment with the School.

Narrative B.4.3 *Qualifications of instructors.* LICPA will ensure that all persons who provide instruction at the school comply with all Nevada licensure requirements. The U.S. Department of Education and the No Child Left Behind Act of 2001 require all core academic subject teachers be “highly qualified.”

LICPA instructors will have the following minimum requirements: Bachelor’s degree from an accredited college or university; A teaching certificate in the appropriate area from the State of Nevada; A master’s degree in a content area will be a plus but not required; Passed a security and police background check; Successful teaching experience will be a plus; Certificate or training in online and hybrid teaching will be a plus.

LICPA tutors will have the following minimum requirements: Be enrolled in an undergraduate or graduate program at an accredited college or university; Passed a security and police background check; Certificate or training in online and hybrid teaching will be a plus.

LICPA will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. All employees at the school will undergo screening and background checks in accordance with state and local school district laws and regulations. The school will seek candidates who demonstrate excellent presentation and interpersonal skills, satisfactory recommendation and/or evaluations from previous employer, personal characteristics, knowledge, and belief in the school’s mission, an ability and motivation to work as part of a team in a small-school setting with parental involvement and references/Letters of Recommendation.

A screening committee comprised of school administrators, teachers and lead staff will interview potential employees. Initial screening interviews will be held, credentials will be verified and official recommendations to hire will be made to the principal, who will make the final hiring decision for faculty and support staff.

Narrative B.4.4 Teacher evaluation procedure. Teacher evaluations, both formative and summative, will be based on several factors including content knowledge, pedagogical practice, technical skills, interpersonal skills and professional skills and will comply with NRS 391.3125. Administrators will personally observe probationary teachers and evaluate their classroom management skills, lesson plans, the alignment of content standards and performance as applicable to the grade level as pursuant to NRS 389.520. Teachers will also be evaluated on whether they are addressing special-education needs, diversity needs, advanced students, and students in English language learning needs. It will provide feedback on the performance of the teacher and prescribe actions to correct deficiencies. These evaluations will be kept in the teachers personnel file and effort will be made to assist the teacher with any requests for assistance.

Each teacher must receive a copy of each evaluation not later than 15 days after the evaluation. A copy of the evaluation and the teacher's response must be permanently attached to the teacher's personnel file. Upon the request of a teacher, a reasonable effort must be made to assist the teacher to correct those deficiencies reported in the evaluation of the teacher for which the teacher requests assistance. The School's governing board shall not discriminate on the basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law in hiring or other employment practices.

Narrative B.4.5 Name of the administrator. We have not hired any administrators at the time of this application.

Narrative B.4.6 Administrator position description.

The Head of School: Responsibilities: The Head of School is the school leader and responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the governing board. . The Head of School supervises, directs, and oversees all activities of the LICPA including, but not limited to, educational programs, instruction, record keeping, assessments, parent educational events and social programs, honorary programs, and parent service

activities. The Head of School oversees activities and opportunities that link programs at LICPA to the broader community. The Head of School, in consultation with the Board and the faculty (where appropriate) is responsible for faculty and staff personnel decisions. The Head of School must organize job specialization, which involves grouping various school work into units and departmentalizing jobs according to logical and function arrangements to oversee. The Head of School must also establish a pattern of delegating authority between leader and staff members including assigning responsibility, granting authority, and creating accountability. At the overall organizational level, the Head of School must establish patterns of authority, be highly involved with staff, students and parents as well as the day-to-day operations of the school (Glickman, C. D.,2010). Specifically, the Head of School must manage and oversee roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs.

The Head of School, with subordinate administrators and staff, oversees typical day to day school functions which include overseeing the curriculum, assessment, instructional materials, health and safety requirements, school zones and crossings, pupil records, communications, admissions, attendance, truancy, removal of pupils, parents, teachers, discrimination issues, contracts, evaluations, liability, technology and electronic communication, gifts and grants, community agencies, interventions, graduation standards and promotion standards, laws and rules, achievement, prevention programs, and enrollments among other duties.

Narrative B.4.7 Process for employing administrators.

Legacy Innovations International, with directions from LICPA's governing board, will implement a plan to identify qualified candidates for the administrative positions at the school LICPA will advertise in publications that serve a diverse population and are likely to attract a diversity of candidates. We will also contact graduate programs in administrations various universities to ask for recommendation from University faculty. The selection process will include an interview with the Board, parents, and community leaders. The Board will make the final selection of the Head of School. Once some faculty members are hired, we will include faculty in the interview and selection process. If the Head of School needs to be replaced, we will start the process over starting with advertising in publications that serve a diverse population.

Applicants will be screened by a team of professionals from LII, and the governing board, trained to identify the individuals best suited to carry out the mission of the school. Background checks and fingerprinting will be completed in accordance with NRS 386.588. Qualifications: Minimum of a Master's Degree in School Administration or similar degree with at least one year experience in school administration or similar position highly desirable, a current Nevada professional administrator endorsement/license, experience working with school or advisory educational boards, strong managerial capabilities, knowledge of the needs of diverse student population, positive evaluations from previous administrative position(s), letters of recommendation; and excellent communication skills.

Narrative B.4.8 Employing instructors. LICPA will advertise in national and local industry publications that serve a diverse population and are likely to attract a diversity of candidates who can ably carry out the mission of the school and who are highly-qualified, licensed and/or certified as applicable and appropriate within Nevada State laws and match the learning needs of its students.. We will also contact graduate programs in administrations various universities to ask for recommendation from University faculty. The selection process will include an interview with the Head of School, parents, and community leaders. The school administrator and interview committee will be looking for strong managerial capabilities, knowledge of diverse populations, a history of positive evaluations, excellent communication skills, and experience working with administrators and educational advisory boards. All teachers and administrators will hold current Nevada licensure, highly qualified and or certified as applicable and appropriate under the Nevada state laws. Once some faculty members are hired, we will include faculty in the interview and selection process. Fingerprinting and background checks will be administered in alignment with NRS 386.588. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that the School will serve. The Head of School will make the final selections.

Narrative B.4.9 Information about staff. No employees have been hired at the time of this application.

Appendix: Letters from DTC and On Deck Academy

Letter One: DTC Academy Enrollment Projections (60 Students 2012-13)

Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo # 3318
Las Vegas, Nevada, 89119

Dear Founding Board Members,

My name is Lindsay Douglas and I am the facilitator at the Collaborative Blended Pilot Project at Darling Tennis Center in Summerlin, Nevada. Our facility is in its third year of offering a blended learning environment for our student athletes. All of our students are enrolled in an online, virtual school and complete their academics in a structured classroom environment with teacher supervision. The classroom environment ensures that all students are focused on their academics and it also allows students the flexibility to work ahead depending on their athletic schedule. Our learning environment, along with their online teachers, offers students one-on-one tutoring, small group teaching and emphasizes collaborative learning. My role of “teacher” at the Academy takes on many different roles: tutor, facilitator, administrator and counselor. There is the age old saying that, “It takes a village to raise a child,” and at the Darling Tennis Center this expression could be considered an informal motto. Students, coaches, myself, online teachers and Darling staff work together with a common goal, creating a community of successful student athletes.

Las Vegas is in dire need of a college prep school for high performance athletes. As it stands right now, my students are struggling to balance the life of a high performance athlete with the life of a successful student. This struggle essentially leads to the student athlete having to focus more energy on athletics or academics but in most cases they juggle both and both suffer. We are hoping that Legacy International College Prep Academy can be an option in our area because it is my belief that our numbers could grow exponentially and triple current enrollment numbers to open with as many as 60 students next fall for tennis players. There is a large community of disciplined student athletes in our area that could succeed both academically and athletically, attending Legacy International College Prep Academy.

The Darling Tennis Center has 22 students attending the 2012 - 2013 school year but we estimate that our enrollment would be a least 60 students next year. We have reached a maximum number of students this year given the current configuration of classrooms and daily schedule. We were unable to accommodate many students who requested to enroll in the school. Therefore, we are now considering expanding to more classrooms and running two shifts of students with one morning session and one afternoon session.

The DTC is a tennis facility but student athletes from other sports, like ice skating & gymnastics are joining the academic portion of our program because of the flexibility it allows for student athletes to be successful in both academics and athletics. We work closely with coaches and parents to keep track of each student and encourage their success.

It is my hope that the Legacy International College Prep Academy will get funded as a Charter School in Las Vegas to satisfy the needs of the students, parents and coaches who want a great education and a great sports program. My students are inherently good. They understand that to achieve their goals they need to work hard. They understand that a strong academic foundation is a necessity to achieve their professional athletic goals. I do not want to force students and parents to choose one or the other, especially if there is a way to foster success in both.

I consider myself extremely lucky, I love what I do and I want nothing but the best for the students I work with. We have become a strongly bonded group of pioneers. The students, parents, coaches and DTC staff consider ourselves lucky to be

embarking on this exciting journey together. It is our goal to cultivate a community of successful and strong student athletes and we are extremely excited for things to come.

Sincerely,

Lindsay Douglas

Lindsay Douglas
Teacher/Facilitator
The Darling Tennis Center

Letter Two: On Deck Baseball Academy Enrollment Projections (100 students)



On Deck Baseball Academy

4145 N. Rancho Drive, Suite 110 – Las Vegas, Nevada 89130
702-629-3325 Office – 702-629-3326 Fax
www.ondeckba.com

Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo # 3318
Las Vegas, Nevada, 89119

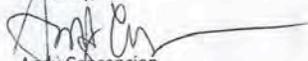
Dear Founding Board Members,

My name is Andy Concepcion and I am the CEO of On Deck Baseball Academy where we provide sports related skills and training for junior athletes. We are located at 4145 N. Rancho Drive,, Suite 110, Las Vegas, Nevada 89130. Phone: (702) 629-3325 (DECK) (<http://ondeckba.com>). We at On Deck Baseball operate an establishment where ball players of all ages can perfect their baseball/softball skills.

We have learned of your intent to establish a charter school and we would love to be participants in that endeavor since we do not offer any kind of academic programs or support for junior players. We would love to be able to provide a College Prep school for high performance athletes who practice and travel to competitions that would be in excess of the total days allowed by traditional public schools. We have found traditional schools very inflexible and we have learned that online schools only are ineffective. In short, we have a high need for a college prep school with a flexible schedule to meet our needs.

We feel that as many as 100 students in 2013-2014 would come to your proposed school through the On Deck Baseball Academy and we would be glad to cooperate with you in any way to make your charter school a reality. Many of our students would welcome the chance to practice more hours in the day and yet receive an excellent education by attending a quality school like you are proposing. Please let us know if you need any additional help or support and feel free to call us for further information.

Sincerely,


Andy Concepcion
On Deck Baseball Academy