

Nevada Charter School Application Cover Sheet Page 1 of 3

Part 1: Basic Information

Name of Proposed Charter School

Nevada Preparatory Academy

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

Amber Varricchio

Mailing Address of Liaison

7152 Durango St, Las Vegas, NV 89120

Telephone for Liaison (Primary)

702-813-3687

Email Address for Liaison

LasVegasPrepAcademy@gmail.com

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

K12, Inc., Elevate Education, Inc.

Physical Address of School (If Known)

Geographic Region or Neighborhood Where
Proposed School Will be Located

Clark County

School District in Which the School Will Be Located

Clark County School District

Title/Relationship to Committee to Form School

Chairperson

Telephone for Liaison (Secondary)

702-897-8824

Fax for Liaison

702-920-8250

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

Fall 2013

Proposed Sponsor:

State Public Charter School Authority

School District

Which One? _____

Public College or University

Which one? _____

Enrollment Projections

School year 1

Grade Levels Served

K-12

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

32

School year 2

K-12

32

Ultimately, the school expects to serve a total of 1,200 pupils in
grades K to 12.

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

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

Yes
 No

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

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

Yes
 No

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

Vocational education status (NAC 386.415):

Is this an application for the vocational education charter school?

Yes
 No

If yes, respond to A.10

Distance education status:

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

Yes
 No

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

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

Yes
 No

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

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

Yes
 No

If yes, what is that number or ratio?

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

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

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

Las Vegas Preparatory Academy has a mission to create future leaders passionate about making a positive contribution to their local and global communities in the Arts and Sciences. Las Vegas Prep will serve grades K-12. As virtual and blended learning school program, we will have a physical school facility in the Las Vegas area and be open for enrollment to students in all parts of Nevada. Highlights of our program include:

- Implementing an academically rigorous inquiry-based college preparatory curriculum from K-8 which will meet all of Nevada and common core standards.
- Developing leadership skills in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility.
- Cultivating international awareness through the acquisition of a second language three times a week. The practice of a second language will begin in Kindergarten, and will include international service learning opportunities, and grade-level sister-school partnerships.

Application Certification

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

Signature of Liaison:

Amber Varricchio

Date:

8.27.12

Printed Name:

Amber Varricchio

Nevada Preparatory Academy
 Charter Application
 2012
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c. Describe the EMO’s/CMO’s/ESP’s roles and responsibilities in relation the school’s management and governing board;	
d. Describe the school’s performance expectations for the EMO/CMO/ESP; and	
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(see <http://nde.doe.nv.gov/Resources.htm> for the NDE Chart of Accounts).

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C.2.2. As a narrative, please include closing procedures for the school (see NAC 386.335, 386.342, and 386.360). 35

C.2.3. The name of the audit firm the school will use. 36

C.2.4. The name of the local, Nevada bank the school will use. 36

C.2.5. A list of any fees, charges and deposits, including without limitation, fees, charges and deposits for course materials or equipment that:
a. Are typically imposed upon pupils or the parents or guardians of pupils attending public schools which are not charter school; and
b. Are anticipated by the Committee to be imposed upon the pupils of the parents or guardians of the pupils of the charter school. See the Nevada Charter School Operation Manual for guidance regarding fees. 36

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Nevada Preparatory Academy Application Narrative

A.1.1 The purpose of Nevada Prep is:

1. Improving the academic achievement of pupils.
2. Encouraging the use of effective and innovative methods of teaching.
3. Providing an accurate measurement of the educational achievement of pupils.

A.1.2 Description of Mission: The mission of Nevada Prep is to create future leaders passionate about making a positive contribution to their local and global communities in the Arts and sciences.

We will accomplish this by:

- Implementing an academically rigorous inquiry-based college preparatory curriculum from K-8 which will meet all of Nevada and common core standards.
- Developing leadership skills in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility.
- Cultivating international awareness through the acquisition of a second language three times a week. The practice of a second language will begin in Kindergarten, and will include international service learning opportunities, and grade-level sister-school partnerships.

A.1.3 Description of Vision:

The long term vision of the school is to become one of the highest-performing charter schools in the Nevada educational landscape, producing students and graduates who are college-bound and successful at competitive universities across the nation, and who will go on to become motivated, effective, and principled leaders and citizens. This vision will be accomplished by creating a school environment in

which:

- Adults are sensitive facilitators of the process of empowering students to value their learning and to take responsibility for it.
- Students are seen as competent and are listened to by the adults around them.
- Students are encouraged to be curious, be inquisitive, ask questions, explore and interact with their academic environment physically, socially and intellectually.
- Explicit learning outcomes and the learning process are made transparent to the students.
- Students are supported in their efforts for mastery of skills on their journey to become independent, autonomous learners.
- Learning experiences are differentiated to accommodate the range of abilities and learning styles in the group.
- Collaboration on the part of all teachers is high, and there is a commitment to an interdisciplinary approach to teaching.

A.1.4 Educational Philosophy:

- Adults are sensitive facilitators of the process of empowering students to value their learning and to take responsibility for it.
- Students are seen as competent and are listened to by the adults around them.
- Students are encouraged to be curious, be inquisitive, ask questions, explore and interact with their academic environment physically, socially and intellectually.
- Explicit learning outcomes and the learning process are made transparent to the students.
- Students are supported in their efforts for mastery of skills on their journey to become

independent, autonomous learners.

- Learning experiences are differentiated to accommodate the range of abilities and learning styles in the group.
- Collaboration on the part of all teachers is high, and there is a commitment to an interdisciplinary approach to teaching.

Nevada Prep will apply the best of research-proven strategies to provide a rich and rigorous academic program that gives all students the chance to be successful.

Learning best occurs when parents participate in the educational program, and small schools are more likely to encourage parental involvement. Nevada Prep will strive to enhance relationships with parents through a program of parent participation, education about students, and parent educational opportunities in technology and higher educational opportunities.

Learning best occurs in a collaborative environment. Collaboration among teachers, between students and teachers, between parents and teachers and administration and community is necessary for a successful school.

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Nevada Prep will provide a complete program of staff development as outlined above and will hire highly qualified staff in accordance with the NCLB.

Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success. Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st Century.

Learning best occurs when children are known and understood as individuals. We believe that

each child's learning needs to start from the individual starting point, including the learner's existing knowledge and socio-economic background and cultural heritage.

A.2.1

1. Goal 1: Reading— 85% (100% is the long term goal) of the enrolled students will make at least one year's growth in reading. All students and student groups will meet or exceed the performance standard of 90% on Nevada CRT (Criterion-Referenced Test; HSPE = High School Proficiency Examinations) Reading and meet AYP targets.

2. Goal 2: Mathematics—85% (100% is the long term goal) of the enrolled students will make at least one year's growth in math. All students and student groups will meet or exceed the performance standard of 85% on Nevada CRT (Criterion-Referenced Test; HSPE = High School Proficiency Examinations) Math and meet the AYP targets.

3. Goal 3: Writing—85% (100% is the long term goal) of the enrolled students will make one year's growth in writing. All students and student groups will meet or exceed the performance standard of 85% on Nevada CRT (Criterion-Referenced Test; HSPE = High School Proficiency Examinations) Writing and meet the AYP targets.

4. Goal 4: Science—85% (100% is the long term goal) of the students will make one year's growth on the standardized pre/post science assessment. All students and student groups will meet or exceed the performance standard of 90% on Science Nevada CRT (Criterion-Referenced Test; HSPE = High School Proficiency Examinations) and meet the AYP targets.

5. Goal 5: Attendance—Students will meet or exceed the average daily attendance rate standard of 95% in all grades.

A.2.2

6. Goal 6: Character Education, Service & Community Building 85% of students meet specific character learning targets at each grade level as evaluated by the teacher, parent, and student self-evaluation or student survey. 97% of students who are enrolled for a full three quarters of the school year will complete the leadership curriculum course and complete 20 hours of community service in the 2013-2014 academic year.

7. Goal 7: Staff Development – The School will achieve weekly micro-staff development meetings for 3 of 4 school quarters in its first year and 4 of 4 quarters in its 2nd year. The school will achieve 4 quarterly day long staff development meetings each year.

A.2.3

Goal 1: Reading

Strategies

1. Teachers will administer a standardized test (NWEA or Scantron) within the first 2 weeks of school to establish baseline performance. Grade level teachers will utilize the information to plan for effective grouping of students.
2. Teachers will administer the first DIBELS benchmark test with the first two weeks of school. Teachers will analyze and utilize the information to plan for effective grouping of students.
3. Teachers will develop individual instructional plans for all students who require remediation or enrichment. Teachers will have access to Reading Inventories or reading analysis tools such as DIBELS.
4. Teachers will administer the DIBELS assessments at least 3 times a year for student at grade level to monitor progress in meeting grade level standards.
5. Teachers will administer the DIBELS progress monitoring assessments every two weeks for students not at grade level to determine effectiveness of current instructional strategies.
6. Teachers will administer the unit assessments from the basal reading series and analyze the results to plan instruction and grouping of students.

7. Teachers will administer the standardized benchmark assessment (NWEA or Scantron) at midyear to determine level of intervention needed for students and appropriateness of the instructional approach.
8. Teachers will administer the end of year standardized test (NWEA or Scantron) to determine if all students have made at least one year's growth.
9. Teachers will complete item analysis to determine individual student's strengths and areas of concern and need for intervention at the program, classroom, or student level.
10. Family at home reading will be encouraged.

Performance Measures

NWEA or Scantron Pre and Post Standardized assessment (for reading, math, science, and language)

- Student projects/exhibits
- Portfolio of individual instructional plan
- DIBELS
- Performance on daily practice activities and standardized tests
- Individual portfolios
- Varied reading assignments, reading aloud, standardized test
- Classroom logs of family/at home reading time

Goal 2: Mathematics

Strategies

1. Every grade level will use math manipulatives to improve their problem solving skills.
2. Students will complete daily problem solving activities.
3. Analysis will be completed to determine program strengths and areas of concern.
4. All teachers will employ multiple strategies in math instruction to meet the needs of individual learners.

Performance Measures

- Performance on daily practice activities
- NWEA or Scantron Pre and Post Standardized assessment for mathematics
- Student projects/exhibits
- Item analysis in individual portfolios
- Portfolio of individual instructional plan

Goal 3: Writing

Strategies

1. Complete analysis to determine program strengths and areas of concern.
2. Students will practice writing daily.
3. All teachers will employ differentiation strategies in writing across all curriculum areas to meet the needs of individual learners.
4. Maintain student-writing portfolios.
5. Using 6+1 writing traits, writing will be integrated into other curricular areas.
6. Teachers will demonstrate and model examples of good writing across grade levels.

Performance Measures

- Classroom assessments using grade level appropriate rubrics
- Varied writing assignments, portfolios, and exhibitions
- Performance on daily practice activities
- NWEA or Scantron Pre and Post Standardized assessment
- Analysis in individual portfolios

Goal 4: Science

Strategies

1. Teachers will utilize hands-on inquiry-based activities, science notebooks, and investigative labs at every grade level.
2. Technological applications will be implemented when appropriate.
3. Teachers will implement activities and provide resources to meet the needs of all students.
4. Science will be integrated into other curricular areas, especially mathematics.
5. Students will utilize classroom, lab and library technology as appropriate to the learning activities.

Performance Measures

- Classroom assessments using grade level appropriate rubrics
- Varied writing assignments, portfolios, and exhibitions
- Performance on daily practice activities
- NWEA or Scantron Pre and Post Standardized assessment
- Analysis of individual portfolios

Goal 5: Attendance

Strategies

1. Maintain current monitoring of attendance by staff.
2. Teacher-Home contact in the use of a variety of strategies including incentives for good attendance.
3. Teachers will conference with parents.
4. When an attendance problem is noted, then the student is reported to a student support team (SST).
5. Students and parents will have access to homework and assignments through the school's website.

Performance Measures

- Daily recording and informing immediately if student is not attending regularly
- A log of students referred to Student Support Team for attendance.

Goal 6: Character Education & Community Building

Strategies

1. Using cross-age teams for service learning and other school projects, all students will be part of a small group to encourage a strong sense of community.
2. Students will develop leadership skills through character education, service learning, and other opportunities such as Student Council.
3. Students will participate in community service projects via club activities.
4. A school-home connection will be fostered through effective communication among parents, staff and administration.
5. A strong parent advisory council will work toward activities and projects that enhance the educational programs and school climate.

Performance Measures

- Small team lesson plans, narratives, notebook
- Volunteer hours
- Communication log, parent council, parent involvement survey

Goal 7: Staff Development

1. Virtual and Blended Learning schools are a new frontier of education with limited formal training opportunities for teachers. Micro-staff development meetings consisting of 15-30 minute trainings and discussion on discovered techniques will encourage teacher growth and greater effectiveness.
2. All staff members will be leading the micro-meetings each week on a rotating basis to encourage teachers to grow professionally by researching out new subject matter for trainings.
3. Head of school will work with teachers to identify needed trainings that will most benefit the teachers and students according to specific needs of the school. These will be the subject of quarterly day long staff development meetings.

A.2.4 The goals of Nevada Prep will support its mission by leading to high expectations and performance driven results. The school believes in the ability of blended and online learning to support its rigorous goals and believes that its student population that will represent a perfect cross-section of Clark County and Nevada is capable of reaching the goals presented.

A.3.1 The school will use distance learning curriculum and courses from the Department of Education's approved list of providers and courses and the School's approved distance education program application as approved by the Department of Education.

Initially, the School intends on using the K12, Inc Curriculum in it's entirety. The K12, Inc curriculum aligns with all state standards and has been proven effective for blended learning and virtual environments.

A.3.10 The school will certify an official transcript including all credits earned by the student while attending Nevada Preparatory for transfer to any school requested by the student's parent or guardian.

A.3.12 Online instruction and blended models of face-to-face and online learning in K-12 education is relatively new. A meta-analysis and review of empirical online learning research from 45 studies shows that:

“Learning outcomes for students who engaged in online learning exceeded those of students receiving face-to-face instruction... Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.”

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2011) Evaluation of Evidence-Based Practices in Online Learning. US Dept of Education.

<http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

The school will employ a blended learning model. Students participating in the blending learning will show up to class and participate in both synchronous and asynchronous instruction from their grade or subject teacher. Students' work will be done on the computer using the schools virtual curriculum and online school components while under the direct supervision of their instructor.

This will allow the teachers to instruct the whole class, small groups, or individual students as necessary for individually tailored education that focuses on the needs of the students. It will also promote self-learning by the students leading to an inherent joy in academic performance.

The school will also enroll virtual students that do not participate in the on-site blended learning model but will utilize the online school and curriculum from their computers at their home. Teacher's will offer the same level of interaction with their at-home virtual students as they do with the on-site students. Synchronous whole class room and group instruction by the teacher will be broadcast to the virtual students via online applications such as Pearson's Blackboard Collaborate. The virtual students

will be able to fully interact with their teacher through the software via combinations of text, voice, video, screen sharing, shared control, and other embedded abilities of the collaborative online classroom software. In the online session, teachers can load prepared presentations that they have created, they can share their desktop and take students anywhere on the internet to view materials that are pertinent to the discussion, or students can use the whiteboard to share their work with the class. Anything that can be done in a physical classroom for instruction can be adapted for use in the online classroom in a way that meets the variety of needs and learning preferences of students who attend.

Teachers will monitor the daily progress of their virtual students and use phone, online video, emails, and other modes of distance communication to provide personalized attention to their virtual students and/or parents on a weekly or as needed basis.

A.3.13 Because of the relative newness of online and blended learning, best practices and new teaching techniques evolve rapidly and staff development is key to the school reaching its' full potential. The Head of School will create frequent opportunities for short staff development meetings along with full day staff development trainings once per quarter. Staff will be encouraged to share experiences, and different staff members will be invited to research and prepare presentations of effective online and blended learning techniques at each staff meeting. This will encourage an atmosphere of open and continual growth amongst the teachers at the school that will positively affect the learning outcomes of our students.

A.4.2 Nevada Prep will use at least the following formative and summative tests:

- CRT
- HSPE
- ELPA
- State Mandated Analytic Writing Exam

- Scantron (or NWEA) performance benchmark test. (Measured at beginning, mid-year, and end of year.)
- DIBELS benchmark and assessment tests for reading. (Measured at beginning, mid-year, and end of year.)
- Regular instructional classroom quizzes and tests for regular formative feedback for instructor.

A.4.3 Assessments are used for:

- External accountability in reporting the results of student performance to State entities and community stakeholders.
- Providing performance feedback to the instructors and pupils to improve learning.

Teachers will use formative assessments to monitor and improve individual and class-wide learning on a regular basis.

Test data from Scantron, NWEA, and state assessments will be used by the school to make decisions on changes in curriculum, teaching methods, and staff development to respond to student needs and performance goals.

A.4.4 By using Scantron benchmark testing at the beginning, middle, and end of each year, we can regularly track the effectiveness of our methodologies as it relates to individual and cohort performance within each year and over time as we retain the students from year to year. This data will allow us to better individualize education for the student. It also affords us the opportunity to learn weaknesses and strengths of the whole school, specific grade levels, specific courses, and specific teachers to improve methodologies and practices that will drive greater performance.

Other tests may also be used by the school to accomplish the same end.

The Head of School or its designee will do performance reviews with teachers on a quarterly basis and review individual, class, and grade level outcomes to identify areas of improvement and needed improvement. At quarterly staff development meetings, the Head of School will review grade level, subject matter, and school wide performance and other indicators to identify areas of improvement. These discussions will lead to opportunity to form new strategies improving the schools educational outcomes.

A.4.5 On top of data strategies used for longitudinal analysis discussed in A.4.4, the school will have data available regularly to the students and parents/guardians. This will come by the way of quarterly report cards, and access to the students embedded data management and result reports available to families 24/7 through the online curriculum being used. These reports can be automatically sent to students, families, teachers, and administrative staff for immediate result response.

School wide data and requested performance reports will be provided to the Governing Board at public open meetings on a regular basis.

A.4.6 The school will use Pearson's PowerSchool and PowerTeacher data systems to report information to the SPCSA and Department of Education regularly. The online curriculum to be adopted by the school includes embedded tests and assignments with data management and report building functions already built into the system.

A.4.7 The school endeavors to prepare each student for advancement to the next grade, promotion to high school, college preparation, and ultimately high school graduation. For specific grade level

advancement and graduation requirements, please reference Attachments A.3.5 and A.3.7.

A.5.2 The proposed date for accepting enrollments is April 17th, 2013. (120 days before first day of school.)

A.6.1 School Policies are designed to minimize academic distraction and the success of its students. Well developed and implemented school policy regarding behavior and attendance will support the school educational goals of the students by focusing them on their learning. This creates more time on task for learning and better communication between teachers and peers to facilitate the learning experience.

A.6.2 Good student behavior creates the optimal learning environment. Policies regarding student behavior should be built to encourage good behavior. Disciplinary action is simply a tool to work with students to bring the best out of them and in a dignified manner steer the students towards effective behaviors that will improve their lives and learning opportunities.

A.6.6 Dedicated and caring parents and an invested community are critical to the successful operation of Nevada Prep. Parents' direct involvement with their child's education is the cornerstone of a successful school. A summary of tried and tested strategies (*outlined below) will be utilized to ensure Nevada Prep parents remain involved in the education of their students.

- The Parent Advisory Council (PAC) will facilitate open communication between the entire Nevada Prep community through monthly meetings where parents, share information and have the opportunity to learn more about Nevada Prep activities and educational programming. Meetings

will feature updates on committee work, curriculum education from our faculty and administration and guest speakers

- PAC will also encourage community participation in school activities including performances, fundraisers, site enhancement projects and a variety of volunteer opportunities.
- Nevada Prep will also encourage active parent involvement through opportunities to visit campus, assist with field trips, meetings with teachers, and parent-volunteer positions during class time. We will recommend that parents volunteer for 25 hours per year for the school. This is not a requirement for attendance of the child.
- Nevada Prep will strive to create a plethora of opportunities for parent/school communication via parent surveys, teacher newsletters, and paper and emailed school bulletins.
- We plan to involve the community through invitations to our on-campus events, tours, performances and signature events, orientation and open house.

A.7.1 Our target population for blended learning is the greater Las Vegas area. Currently there is only one school providing a blended learning model of education, and there are no schools offering 5 day/week blended learning options. There are no schools in Nevada that are using the award winning K12, Inc curriculum in a blended model. Potential students include:

- Those looking for accelerated learning environments to catch up to grade level or super-cede grade level.
- Students in the area looking for an alternative to the school they are zoned for.
- Students who prefer an online curriculum but do not have the discipline or support to carry it out at home.

Our target student profile for fully virtual education services is not limited to any particular demographic. Instead, the Charter School is designed and organized to serve students and families who have chosen an online classroom setting for any of the following reasons, or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options.
- Students of all ability levels seeking additional academic and learning opportunities.
- Family relationships, personal beliefs and values, and families who prefer to home school.
- Scheduling (i.e. sports, drama, extracurricular activities).
- High-risk/at-risk for successfully achieving high school graduation.
- Health reasons prohibit them from attending normal classroom programs

There are currently only 2 other distance education schools that are serving students in grades K-12 on a state wide basis and our school will help to further expand the options available to Nevada students and families.

A.7.3 The online based curriculum and teaching methods of the charter school have been designed to serve the needs of our students. Our school format:

- Does not limit the number of classrooms and courses that we can provide. This allows students a greater selection of courses and educational opportunities that can be tailored to their academic needs or desires.
- Allows our student's greater flexibility in completing their coursework if life and family circumstances impede their ability to keep a traditional school time schedule such as 7:30 am – 1:30 pm Monday through Friday.

- Accommodates students with medical conditions.
- Allows families to control the student's environment in the ways they see fit.
- Allows students to fully participate and complete their work if frequently travelling.
- Allows for students to participate in virtual learning on-site

A.8.1 The scope of our schools Special Education Program is attached behind the policy assurances in Attachment A.8.5

A.8.2 A three-tiered approach for Rtl will be implemented.

Tier I- If a teacher recognizes that a student is struggling to learn the standard curriculum, either working beyond the standard curriculum, or having difficulty maintaining appropriate behavior in the general education classroom, then the teacher will conduct general screening and will implement classroom-based interventions. If the student does not respond to the interventions, then the student is referred to the Student Assistance Team (SAT).

Tier II- The Student Assistance Team (SAT), a school-based group of people whose purpose is to provide student support, will recommend targeted individual interventions. It may be a specialized program that includes small group instruction. Tier II interventions are implemented in addition to the Tier I interventions. Should the student not demonstrate a positive response to intervention, then the student moves to Tier III.

Tier III- Special Education Referral Process. Students referred to Tier III have begun the special education referral process. NEVADA PREPARATORY ACADEMY will follow the rule that informed

parental consent must precede initial evaluation, and the parent's consent to initial evaluation will not be construed as consent for special education services. For our initial evaluation they will be completed in 45 days or less as we believe our children's needs are urgent and a top priority.

If a student was not identified as needing special services and therefore not receiving special education services, but a disability is suspected, that student would fall under the protection of IDEA'97. Please reference the RtI referral packet in Attachment A.8.6 for more specifics.

A.8.3 Special Education requires its own resources that are separate from the General Education Program. It is expected that the school will serve an estimated 30 students needing special education services. Nevada Prep is setting aside \$73k for one full time and one half time Special Education teachers. Another \$30k is set aside for their benefits.

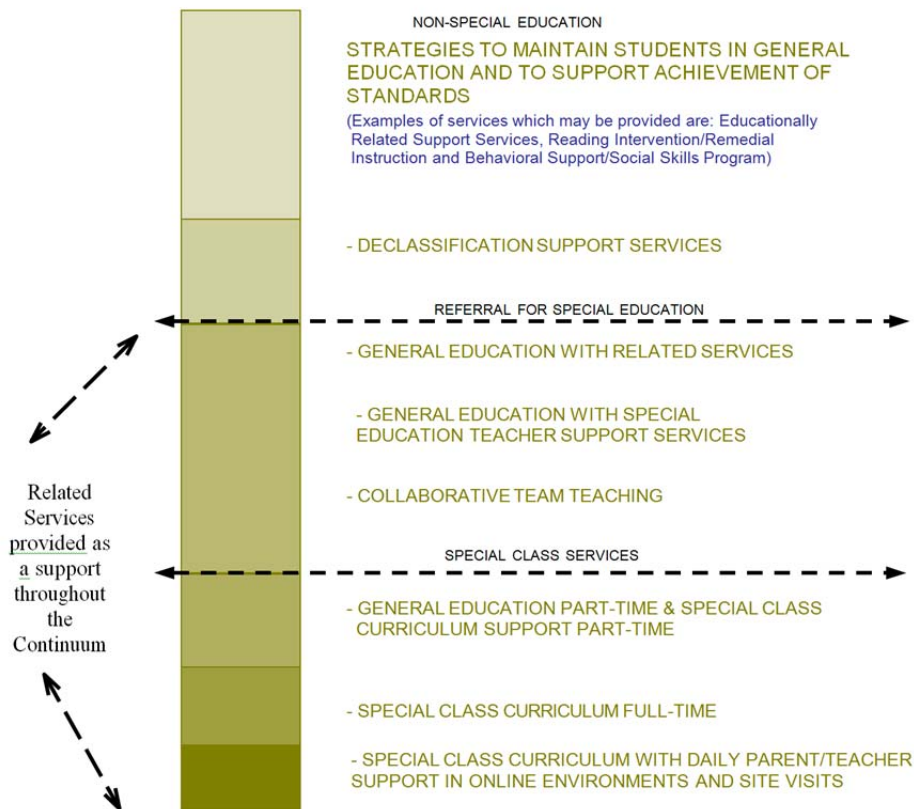
\$10k is set aside for supplies unique to the SPED program. This is to make sure that the SPED program can have its' own files, cabinets, and other administrative supplies and make sure that the students receive the proper supplies they need for an effective implementation of their specific IEP's or 504 plans.

\$44k has been set aside for professional and other services. This would include contracting external speech pathologists and other professionals for regular student services and contracting with psychologists and other professionals for use in student evaluations as part of the IEP team.

\$3.5k has been set aside to pay for reimbursement of travel expenses for families to visit with professionals or otherwise carry out the student's IEP.

A.8.4 Nevada Preparatory Academy will employ a continuum of services to ensure students' access to the general education curriculum and use a personalized approach, adapting to meet each child's unique learning needs. The inclusion of music and arts integration, and multi-disciplinary approaches to learning will be used to its full potential in order to engage students in learning.

Students who qualify for special education services will be placed in the least restrictive environment (LRE). Least Restrictive Environment in a virtual school setting is fundamentally different than in a traditional classroom setting and the school will make appropriate accommodations for its students based on its core virtual program. Depending upon the student's needs, LRE could be inclusion in regular programs, special speech and language services, and partial special education classes specific to the student's needs. It can also extend to school contracted private providers. Instructional support materials, computer programs, books on tape and other materials will be available to enhance and increase academic learning.



A.9.1 Records

a. The Head of School and the Registrar will be responsible for:

- i. Maintaining records of pupils; and
- ii. Providing records of pupils to the State Public Charter School Authority (and districts of residence for each pupil where required) for inclusion in the automated system of accountability information for Nevada (NRS 386.650).

b. Nevada Prep will maintain a permanent record for each pupil in a separate locked fire proof file, which will contain the following:

- Registration form
- Academic Record Information
- Testing Stickers
- Testing Data
- Nevada Writing Assessments
- Court Documents including Name changes, Guardianship/custody papers, Divorce decrees and protective orders.
- Immunization records
- Copy of Certified Birth Certificate
- Discipline items including suspension and or expulsion parent/guardian notification
- Release/request for records form

c. If the charter school is dissolved or the written charter is not renewed, the Governing Board will appoint an administrator to act as trustee during the closing process and after the school has ceased operations. The trustee will maintain and be responsible for the records of the pupils. (NRS 386.536)

d. Student records will be maintained in locked fire resistant file cabinet(s) in an office at the school. Information contained in these folders is available only to approved personnel in the school who have legitimate need of the information for educational planning.

e. Nevada Preparatory Academy assures 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.

B.1.4 TRUSTEE RECRUITMENT

To fill appointed seats, the board will create a nominating committee to reach out into the community, identify qualified candidates, and make recommendations to the full board. Vacancies will be filled only by resolution of the Board, selecting from the pool of nominations brought forward by the nominating committee. Parents, educators and the community at large, will be invited to apply for vacant board positions as they occur.

B.2.1 The Committee to Form does not include persons with affiliations with other Charter Schools.

B.3.1 The Governing Board has full authority over the school. The Governing Board approves all hiring, budget measures, EMO performance, and changes to the schools programs and operational guidelines. The Head of School (CAO) is hired by the Board to carry out it's vision and reports directly to the board. The CAO directly supervises teachers, reviews student and school performance, is responsible for school success, reviews teacher performance, is responsible for statewide reporting, and acts as Liaison between SPCSA/DOE and Governing Board. The COO manages school office administration and reports to the CAO, ensuring compliance with fiscal policy, reviewing vendor performance, and reporting compliance. The Compliance Director reports to the COO. The Compliance Director reviews academic and attendance records of teachers, statewide reporting, state test facilitation, enrollment, and student record keeping. The Registrar reports to the Compliance Director and manages enrollment and withdrawals and accurate reporting of student records. The Finance Director reports to COO and is responsible for book keeping and financial reports. The Office Manager receives calls and visitors and directs them appropriately.

B.3.2 The Chief Administrative Officer (CAO) acts as the Head of School. The CAO should have a solid background in education management and a history of compelling leadership resulting in high than average school performance. A background working with online curriculum and/or charter school administration is considered advantageous. CAO responsibilities are outlined in Narrative B.3.1 and include responsibility for all operations and specifically for school instruction.

The Chief Operations Officer (COO) reports to the CAO and manages the business affairs of the school and administrative office operations. The COO should have a strong background in education management or business management and hold a master's degree. Responsibilities of the COO are outlined in the Narrative B.3.1.

B.3.4 The Board of Trustees will be responsible for the overall management of implementing the provisions of NRS 386.500-386.610. In order to achieve this goal the following measures will be implemented:

(a) By-laws will be adopted for the operation of the Board of Trustees that addresses the procedures for monitoring compliance. (see appendix I) Each member will receive copies of the by-laws, the NRS 386.500-386.610 in addition to the charter schools goals and objectives. One member of the board will serve as parliamentarian to monitor compliance with the by-laws and statutes. The Head of School will be responsible for collecting data and monitoring the goals and objectives of the charter schools educational program. Each of these individuals will report to all members of the Board of Trustees and make information available to all parents of students attending Nevada Prep, in addition to the Nevada State Board of Education.

(b) The Head of School will act as the liaison between the Board of Trustees and the Nevada State Board of Education

- (c) Job descriptions of staff members and officers will address compliance issues pertaining to them
- (d) Management checklists and calendars will be utilized to monitor compliance with NRS and NAC's. The Head of School will assume responsibility for development and monitoring.
- (e) Annual staff training and development on record keeping, health and safety issues, and curriculum will be based on applicable state and federal laws, statutes and regulations.
- (f) The Head of School and Registrar will be accountable for record keeping of attendance logs, transcripts, parent contracts, student achievement data, personnel records and evaluations.
- (g) Responsibilities of parents, students, and staff will be clearly stated during the orientation process.
- (h) The Governing Body, school administration, and staff will utilize the human resources of the SPCSA for expertise when in doubt.

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

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

B.3.6 Nevada Prep is a combined K-8 Elementary and 9-12 High School.

B.3.7 As long as our school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school shall enroll pupils in the order in which applications are received. If more pupils apply for enrollment than the number of spaces which are available the school shall use a lottery to determine who will be enrolled.

As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353.

For the situations identified below, only, our school will establish and advertise an enrollment window from April 16 to July 16th during which it will accept applications.

- Approaching our first year of operation;
- For annual enrollment in our school's lowest grade.

We will announce and advertise these opening and closing dates of the window to the community in which we plan to operate. The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be

subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.

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

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

B.3.8 The committee to form the school was responsible for the development of the application. Outside entities did not participate in the creation of the application.

B.3.9 N/A

B.3.1.1

a.) Virtual and Blended learning is a relatively new approach to education. This can make it very difficult to find experts with experience managing and educating in these environments. In addition, the

cost involved in the development of digital curriculum is very prohibitive. Because of these two factors, the committee has determined that it is in the best interest of the school to contract with EMOs to provide expertly designed curriculum and management experience for at least the first two years of operation. The intention of the committee is that using EMOs will allow the Board time to grow the school's faculty and student body under the guidance of experienced operators. This will ultimately result in the success of the school and its eventual ability to be independent of EMOs as desired.

b.) The school will utilize K12, Inc as a provider of quality online curriculum and marketing support. The school wishes to use Elevate Education, Inc for management expertise in developing the school during its first two years of operation. Elevate Education will provide consulting in selecting a school site, developing and designing learning spaces for the blended environment, creating optimal IT environments, human resources, curriculum, planning, financial management, accountability and reporting, and other education services as requested.

c.) The committee foresees that the CAO position will initially be filled with a full time Elevate Education employee for its first year to allow a full time experienced consultant to be present. The committee feels this will be in the best interests of the school as cited above. If the Board contracts with an EMO to fill positions in key management, the Board must be able to interview the applicant, review their qualifications, and be allowed to approve or reject the proposed applicant. Other EMO employees that are allowed to fill positions that would normally be filled by an employee of the Board at the school must be approved by the Governing Board as well. All EMO employees working at the school must be able to be dismissed with cause at the request of the Board, are expected to carry out the vision of the school and the Board, and are to be held accountable to the Head of School and the Board.

d.) Above all else, the most important measure of EMO performance will be attaining the goals of the school. The EMO will be accountable for ensuring compliance with all charter school law and reporting. It is also expected that the EMOs will provide:

- Quality curriculum
- An online platform for learning with little to no down time
- Ensure compliance with charter school law and reporting
- Carry out the mission of the school

The Board will look to terminate any EMO contract where there is a failure of the EMO to reach the school's Goals, keep the school in operational compliance, or other breaches of performance in executing specific contracts with the school.

e.) There are no conflicts of interest between the Committee and proposed EMOs.

B.3.2.1 For Nevada Preparatory Academy's distance learning program, students and their parents/guardians must review expectations and the student handbook in a live meeting or over the phone with an enrollment counselor and attend an orientation prior to being enrolled.

Once enrolled, students must make progress in each course, each week. Failure to do so will result in the student being marked absent by the teacher for each day of that week. If a student is absent in two consecutive weeks or four weeks throughout the semester, the student is withdrawn. Students are expected to attend live classes broadcasted online that are scheduled during the week and to regularly interact with their teachers through email, phone, and video. Failure to interact with the teacher or participate in scheduled broadcast classes during the week may lead to disciplinary action. Students that are absent during the week or that do not have interaction with their teacher are referred to the Compliance Administrator.

Work is turned in and time stamped automatically in the student's online school platform. Teachers record the grades of the previous week and mark attendance in Power School each Monday (or Tuesday following a holiday.) The teachers work with the students to ensure the students complete their courses. Teachers monitor student activity each week to check for progress within the course. Students can see in their academic calendars where they should be at any given time. If a student falls

more than two weeks behind in a course, the instructor checks if there are any special needs of the student, and if there are none, the student is referred to the Compliance Administrator and is subject to disciplinary action that may include withdrawal.

The student is assigned a Counselor that ensures the student is enrolled in the required course load that satisfies applicable law and leads to advancement to or graduation from High School. The Compliance Administrator reviews all enrollment to ensure accurate placement.

B.3.2.2 (Partially addressed in B.3.2.1 above.) Work is turned in and time stamped automatically. Teachers review the work, make grades, and record them regularly. From time to time, teachers will request hand written original copies be mailed in for review. When proctored tests are required, tests are scheduled at least 30 days in advance.

B.3.2.3 SPED and ELL students can be accommodated with personalized attention from their regular and SPED teachers, and contracted service professionals. IEPs must be written, reviewed, and amended as necessary to accommodate these students in the distance education framework.

B.3.2.4 Parent/teacher conferences are accomplished through mutually agreed personal visits, phone calls, or online chats.

B.3.2.5 The Compliance Administrator will coordinate test sites and dates as required in a manner that accommodates a nearby test time and location for students to physically come and take their required state tests. Failure to attend a required state test barring medical circumstances will result in a withdrawal from the program.

B.4.1 The administration will include:

- Head of School (Chief Administrative Officer) – Reports regularly to the Governing Board on school operations and results, directly oversees teacher operations including staff development and performance, provides oversight of special programs.
- Chief Operations Officer – Reports to CAO. Oversees Administrative operations.
- Director of Compliance – Reports to COO. Oversees matters of truancy, school and student record keeping, state reporting, and state test coordination.
- Director of Finance – Reports to COO. Keeps accurate books of school transactions, monitors controls, produces payrolls, and oversees accounts payable and accounts receivable.
- Registrar - Reports to COO. Manages student records, oversees the enrollment process, ensures student information is loaded into Power School, and manages the transfer and withdrawal of students and the movement of their records.
- Office Manager - accepts incoming calls and visitors and directs them appropriately.

The school anticipates 15 teachers its first year. All teachers report directly to the CAO. K-8 teachers must hold a license valid to teach general elementary education. High School teachers must hold a valid license to teach their assigned subject matter (i.e. HS Math, HS English, HS Science, HS Social Science, etc.) In the event that a teacher is hired to teach a course that does not require licensure; they must have a degree, license, or certificate and two years of work experience in that field.

The school will need at least 1 full time and 1 part time Special Education teachers. Special Education teachers report directly to the CAO.

B.4.2 The Governing Board will use its' Personnel Committee to make determinations of appropriate salary ranges, benefits, contract lengths, and other employment matters. The school is not subject to any collective bargaining agreements at this time. Employees of the Governing Body will be

eligible for all benefits for which the employee would be eligible for employment the Clark County School District, including, without limitation, participation in the Public Employees' Retirement System. The compensation the employee would of received if working for Clark County School district (or, if the employee has been granted a leave of absence from another Nevada school district to work with the charter school, then that district) will be used in determining the amount of employee and employer contributions that will be made to the Public Employee's Retirement System.

The compensation for employees may not exceed the level of compensation of the highest paid employee with the same position and duties in the Clark County School District.

B.4.3 Nevada licensed teachers will provide instruction to students in grades k-12. All elementary teachers must possess a Nevada elementary teaching license. At secondary, priority will be to hire teachers with licenses in the core subjects of Mathematics, English, Science, and Social Studies. Knowledge of and agreement with the philosophy of Nevada Prep is required.

B.4.4 The Head of School or his/her designee will be responsible for coordinating the performance review process of all employees, as specified in NRS 391.3125, and reporting the results to the Board of Trustees in writing.

Evaluations will be based on standards and expectations specified in the written job descriptions and articulated to all staff members during the hiring process. Areas of focus for teacher evaluations will be: a) student learning and achievement, b) personal professional growth, and c) contributions to the life of the school and delivery of its, mission, and core values.

Licensed employees will be evaluated at least three time times in each 12 month period of employment. The evaluation process will include mutually agreed upon goals, self evaluation and input from other members of the school community that will be used to frame the employees' performance.

All three evaluations will document satisfactory or unsatisfactory performance on a standardized school form to be used for all licensed staff members, with recommendations for contract renewal based on performance.

The performance of non-licensed employees, will be reviewed using the same or a similar process as teaching staff, with the exception being the standards and expectations set forth by the Board of Trustees for their specific posts. The Head of School will be formally evaluated at least once annually by the Board of Trustees

B.4.5 The Head of School post will be advertised and filled once the charter has been granted.

B.4.6 The Head of School (CAO) is hired by and reports directly to the Governing Board on a regular basis. The CAO is responsible for oversight of all day to day activities required to carry out the directions, mission, and vision of the Governing Board and School.

The CAO directly oversees teacher operations including staff develop and performance; review of student progress and teaching effectiveness; provides oversight of special education programs; and monitors the COO who is in charge of all other administrative staff and business affairs of the school.

The CAO is responsible to certify the accuracy of all attendance and regular state reporting.

B.4.7. The Governing Board is responsible for advertising, selecting, and employing the Head of School for the charter school. Applications will be accepted for a minimum of two weeks after the opening is posted and advertised. Applicants must complete a written or electronic application, submit a copy of a Nevada Teaching License (if applicable) and be available for telephone and on site interviews. The Interview Committee will consist of the President of the Nevada Prep Board of Trustees, and two other board members appointed by the President. The candidate who is selected will be required to submit

fingerprints to be evaluated by the Federal Bureau of Investigation and the Nevada Department of Public Safety. The candidate must also submit a negative report of a tuberculin test completed within the preceding 12 months.

B.4.8. Process for employing instructors and others:

- Advertise positions and job descriptions on web site and in at least one other source such as classifieds or job search web sites, for a minimum of two weeks or ten working days.
- Candidates will complete written or electronic applications, and a copy of their Nevada teaching license (s) if applicable. All applicants will be required to include a fingerprint report from the FBI and or the Nevada Department of Highway Patrol & Public safety, and evidence of a negative report for tuberculosis that is current within one year from the date of hire. Written applications will be kept on file for one year from the date of the application.
- The Head of School and or his/her designees will screen applications for completeness and minimum qualifications for the position.
- Qualified candidates will be invited to an orientation and interview, tour of the school, review the academy's programs and activities.
- The Head of School makes recommendations for employment to the Governing Board.
- If approved for employment, the Head of School will organize appropriate orientation, professional development and training for all employees.

B.4.9 Not known at the time of application. Proposed positions in addition to licensed teachers and Head of School include office manager, registrar, and teaching assistants.

C.1.4 The school assures it will use the approved Nevada Chart of Accounts.

C.1.6 Should the school enrollment fall below our budget projections of 405 students or the rate of DSA funding becomes lower than projected, the following actions will be taken:

- Reduce administration and office staff accordingly to operate with minimal staff and volunteers
- Pro Rate (reduce) supplies and services in addition to the reduction that would occur due to a reduced number of students
- Reduce appropriately all 3rd party vendors' rates and services.
- Minimize facility needs and costs.

Should NEVADA PREP enrollment fall below 100 students this would warrant school closure due to a lack of enrollment. The school will work to build reserves equal to 25% of annual budget as soon as possible to counter unanticipated cash flow challenges.

C.2 .1 The Head of School or their designee will be responsible for the school's financial obligations.

If the school closes, the Governing Board will select a Trustee who will then be responsible for the school's financial obligation.

C.2.2 30 days prior to closure, the Governing Board will:

- Provide written notice of the reason and date for closure to the SPCSA.
- Select a Trustee to oversee the closure of the school pursuant to NRS 386.536 and provide the name and contact information for the Trustee to the SPCSA.
- Mail a written notice of the closure to parents and guardians with information on how to transfer to other schools.
- Mail a notice to the district of residence for each pupil to let them know they may be receiving students from the closure.
- Send records to SPCSA of any outstanding debts

The Governing Board or it's Trustee will also:

- Ensure all Powerschool student data is up to date current to the day of closure.
- Return any grant monies
- Create a payroll report including future obligations to satisfy employee contracts
- Create and send reports of income tax payments for employees to SPCSA
- Pay outstanding obligations for unemployment, employee benefits, leases, and outstanding utilities.

After the closure, the Trustee will ensure that:

- The school's independent financial audit is completed and sent to the SPCSA.
- The annual report of Budget is filed.
- All property and equipment purchased with state funds be returned to the State for disposition.
- Forward the permanent record of the pupil to the office of pupil records of their resident school district.

C.2.3. Contact Info for Accounting Audit: CURTIS W. CANNON, ESQ., CPA_6708 Dorita Ave. # 102 Las Vegas, NV. 89108 | Phone: (702) 475-2921 Fax: (702) 254-2479 cwcannon@juno.com

C.2.4. The name of the local, Nevada bank the school will use: Mutual of Omaha in Nevada

C.2.5. Families will be asked to contribute to the cost of yearbooks, library fines for overdue books, textbook and library book replacement costs for lost or damaged books and replacement costs for damaged school equipment. Donations of general schools supplies will be accepted, but not

required.

Families of kindergarten students will have the option of half-day kindergarten at no charge or full day kindergarten with a fee for the extended day, which will be similar to the fees charged at some CCSD schools. The for-charge extended day kindergarten program shall not be an integral part of the charter school program. Participation in the program shall not be a requirement for completion of kindergarten. There shall be no priority treatment for pupils participating in the kindergarten extended day program and there shall be no priority in enrollment in the free-of-charge program for pupils participating in the for-charge program. All funds derived from the extended day kindergarten program, will be accounted for in a separate account than that of the charters school state funds.

Nevada Prep shall notify students and parents of fees prior to enrollment. A fee schedule will be prepared on a yearly basis for distribution to students and parents. Family and community donations for special activities may be accepted by the Board of Trustees.

Students enrolled in K-5 will pay \$175.00 per semester to cover: shirt for field trips, planner, classroom materials (pens/pencils/folders/notebook/art supplies, etc.) and fieldtrips. Students enrolled in 6-12 will pay \$175.00 per semester to cover: shirt for field trips, labs, classroom materials (pens/pencils/folders/notebook/paper/art supplies, etc.), planner, and field trips. There will be a \$50.00 refundable book fee for all students attending. Scholarships will be provided for students that have financial difficulty.

A non-refundable technology fee will be charged to fund the costs of a web based learning and assessment program and will include materials, videos and other technology rich supplements. This fee will not exceed \$50 a year per student.

C.2.6 The Head of School or their designee (name, address, telephone number, fax,

e-mail, will be provided once the Head of School is hired)

C.2.7 Identification of the minimum number of enrolled pupils necessary for financial viability of the school is 100 students

C.3.1 We are currently looking at possible locations for the school. We would like to receive initial application approval by the Nevada Department of Education, while we continue to look for and finalize our location.

We've identified the following timelines:

Selecting Facility

Sept- Jan:	Scope for possible sites
Feb-March	Negotiate a lease and obtain a Special Use Permit
July 15 th	Anticipated date of occupancy

Schedule for hiring personnel

Feb-March	Advertise for positions
March-June	Screen, interview and hire support staff, licensed teachers and administrator

Schedule for staff training and planning

April- August	Orientation sessions for prospective parents, students and staff
June-August	Training for staff
June-August	Mentor program

Schedule for obtaining equipment:

March-June Identify equipment and instructional supplies needed for school

July-August Purchase equipment for the setup and opening of the school

The date on which it is anticipated that the charter school will open: August 1st 2012,

The office will include the following items: Desks, chairs, fire proof file cabinets for student records, locking file and storage cabinets, copy machine, phones and fax machine, Servers, computers, laptops, printers, switches, networking cables and media equipment, Keyboard/piano and sound equipment, instructional materials, software, art supplies, gardening and other consumable supplies.

C.4.1 Nevada Prep will not provide transportation for pupils to and from the charter school.

Transportation to the charter school will be the responsibility of the parents or guardians.

The school administration will work with the parents and guardians of pupils enrolled to develop a plan for transportation; however, the charter school will not assume financial responsibility for transportation. Options will include organizing carpools of parents and making parents aware of current public transportation options, and safe biking or walking routes.

C.4.2 Nevada Prep will employ a School Nurse and health services coordinator who will be responsible for mandated health screenings in Clark County and across the State, health education for students, staff, and parents, parent communications regarding health issues of their children, and referrals to outside agencies. The school nurse and health coordinator will serve on a standing committee to develop, monitor, evaluate and revise emergency plans for disasters. The school nurse will conduct audio, visual and scoliosis screening per the schedule below:

KINDERGARTEN

Vision

Test binocular distance vision to 20/16 line.

Identify 1st symbol/number on each line until the 20/16 line or the last line read without hesitation.

Test monocular distance vision to 20/16 line.

Test right eye first.

Test distance acuity using LEA Symbol chart. Alternate charts (E, HOTV, Alpha,

Apple/House/Umbrella) may be used as "Back-up" only.

Test muscle balance using red boxes or stereo equipment. If utilizing red boxes, assess eyes individually. If utilizing stereo equipment, use both sides of the testing book (Vectogram). Cover test may be used if unable to perform muscle balance or stereo testing.

Test binocular near vision to 20/16 line using the LEA Symbol near vision screening card. Screening card should be placed 16 inches from outer canthus of eye. If student fails binocular near vision, perform monocular near vision testing.

Rechecks will be performed by school nurse using same chart, on a different day.

Hearing

Beginning with the right ear, test each ear at 25 decibels at the following frequencies: 1000, 2000, 4000, 1000 and 500.

Use the pulse tone setting. Depress tone for several seconds at each frequency.

Rechecks for hearing will be performed by the school nurse on a different day.

SECOND GRADE

Vision

Test binocular distance vision to 20/16 line.

Identify 1st symbol/number on each line until the 20/16 line or the last line read without hesitation.

Test monocular distance vision to 20/16 line.

Test right eye first.

Test distance acuity using LEA Symbol chart. LEA Number chart may be used at the discretion of the school nurse. Alternate charts (E, HOTV, Alpha, Apple/ House/Umbrella) may be used as "Back-up" only. Test muscle balance using red boxes or stereo equipment, if not tested in a previous grade. If utilizing red boxes, assess eyes individually. If utilizing stereo equipment, use both sides of the testing book (Vectogram). Cover test may be used if unable to perform muscle balance or stereo testing. Test boys for color vision using Ishihara Plates or Color Vision Testing Made Easy by Waggoner. Rechecks will be performed by School Nurse, using same chart, on a different day. Test binocular near vision to 20/16 line using the LEA Symbol near vision screening card. The LEA Number near vision screening card may be used at the discretion of the school nurse. Screening card should be placed 16 inches from outer canthus of eye. If student fails binocular near vision, perform monocular near vision testing.

Rechecks will be performed by the school nurse using the same chart, on a different day.

Hearing

Beginning with the right ear, test each ear at 25 decibels at the following frequencies: 1000, 2000, 4000, 1000 and 500.

Use the pulse tone setting. Depress tone for several seconds at each frequency.

Rechecks will be performed by the school nurse on a different day.

FIFTH GRADE

Vision

Test binocular distance vision to 20/16 line.

Identify 1st symbol/number on each line until the 20/16 line or the last line read without hesitation.

Test monocular distance vision to 20/16 line

Test right eye first.

Test distance acuity using LEA Number chart.

Test binocular near vision using the LEA Number near vision screening card. Screening card should be placed 16 inches from outer canthus of eye. If student fails binocular near vision, perform monocular near vision testing.

Rechecks will be performed by school nurse using same chart, on a different day.

Hearing

Beginning with the right ear, test each ear at 25 decibels at the following frequencies:

1000, 2000, 4000, 1000 and 500.

Use the pulse tone setting. Depress tone for several seconds at each frequency.

Rechecks will be performed by the school nurse on a different day.

Scoliosis

* Screen all fifth grade girls; provide a separate room for privacy; see "Scoliosis Screening" procedures. The site school nurse will be responsible for determining whether assistance is needed from the team. FASA's may assist with clerical duties only. They cannot screen for scoliosis.

Post information regarding screening in school newsletter.

SEVENTH GRADE

Vision

Test binocular distance vision to 20/16 line.

Identify 1st symbol/number on each line until the 20/16 line or the last line read without hesitation.

Test monocular distance vision to 20/16 line

Test right eye first.

Test distance acuity using LEA Number chart. Alternate chart (Alpha) may be used for back-up only.

Test binocular near vision using the LEA Number near vision screening card. Screening card should be placed 16 inches from outer canthus of eye. If student fails binocular near vision, perform monocular near vision testing.

Rechecks will be performed by the school nurse using same chart, on a different day.

Hearing

Beginning with the right ear, test each ear at 25 decibels at the following frequencies:

1000, 2000, 4000, 1000 and 500.

Use the pulse tone setting. Depress tone for several seconds at each frequency.

Rechecks will be performed by the school nurse on a different day.

Scoliosis

Screen all students; provide a separate room for privacy, see "Scoliosis Screening" procedure. Scoliosis screening will be scheduled in a separate location from vision/hearing screening and may be on a separate day. FASA's may assist with clerical duties only. They cannot screen for scoliosis.

Post information regarding screening in school newsletter

C.4.3. The Health Coordinator will verify and maintain immunization records of pupils required by NRS 392.435. Immunization records will be maintained by the health coordinator as part of student's academic cumulative record and in the event a student transfers to another school, will be transferred as part of that record. This means records will be maintained indefinitely. The Health Coordinator will also report to the DHHS before December 31st of each year.

Health records will be kept in a locked, secure, fire proof file cabinet in the administrative offices of Nevada Prep for the required 6 years.

Nevada Prep will participate in the Nevada Health Divisions annual immunization survey, the results of which will also be kept in a locked, secure, fire proof file cabinet in the administrative offices of the Academy for the required 6 yrs.

Schedule of Courses for each grade level.

Kindergarten

- Kindergarten Math
- Kindergarten Science
- Kindergarten Social Studies
- Kindergarten Language Arts
- Foreign Language
- Music
- Art
- Physical Education

1st Grade

- 1st Grade Math
- 1st Grade Science
- 1st Grade Social Studies
- 1st Grade Language Arts
- Foreign Language
- Music
- Art
- Physical Education

2nd Grade

- 2nd Grade Math
- 2nd Grade Science
- 2nd Grade Social Studies
- 2nd Grade Language Arts
- Foreign Language
- Music
- Art
- Physical Education

3rd Grade

- 3rd Grade Math
- 3rd Grade Science
- 3rd Grade Social Studies
- 3rd Grade Language Arts
- Foreign Language
- Music
- Art
- Physical Education

4th Grade

- 4th Grade Math
- 4th Grade Science
- 4th Grade Social Studies
- 4th Grade Language Arts
- Foreign Language
- Music
- Art
- Physical Education

5th Grade Math

- 5th Grade Science
- 5th Grade Social Studies
- 5th Grade Language Arts
- Foreign Language
- Music
- Art
- Physical Education

6th Grade

- Science
- Math
- English
- Social Studies
- Physical Education
- Art
- Music

7th Grade

- Science
- Math
- English
- Social Studies
- Health
- Physical Education
- Art
- Music

8th Grade

- Science
- Math
- English
- Social Studies
- Computer Science
- Careers
- Foreign Language

9 th Grade	
1 st Semester	2 nd Semester
(English I*) or (English Fundamentals)	
Physical Education I	
(Earth Science*) or (Biology*)	
(Pre-Algebra)(Algebra I*) or (Geometry*)	
Health	Elective
Elective	

10 th Grade	
1 st Semester	2 nd Semester
(English II*) or (English I)	
(Physical Education II**) or (Elective)	
(Biology*)(Chemistry*)	
(Algebra I)(Geometry*) or (Algebra II*)	
World History*	
Elective	

11 th Grade	
1 st Semester	2 nd Semester
English III*	
(Chemistry*)(AP Chemistry)(AP Physics) or (AP Biology)	
(Geometry*)(Algebra II*)(Pre-Calculus*) (AP Statistics)(Statistics)(Math Electives)	
(U.S. History) or (AP U.S. History)	
Elective	Elective
Elective	Elective

12 th Grade	
1 st Semester	2 nd Semester
English IV or AP English IV	
Elective (or 4 th year science class) (AP Physics)(AP Biology)(AP Chemistry)	
(Algebra II*)(Pre-Calculus*)(AP Calculus) (AP Statistics)(Statistics)(Math Electives)	
(US Government) or (AP US Government)	
Elective	Elective
Elective	Elective

*These classes are also available in Honors

A.3.11

Nevada Preparatory Academy will contract distance education providers to supply all course materials and text as approved through the Department of Education distance learning office. The Department of Education has approved and has on file the list of texts and materials to be used. Please reference Narrative A.3.1.

The list of courses to be taught through K12 and the grade levels they're available can be found at:

http://doe.nv.gov/Technology/K12_Approved_Course_List.pdf

Course Descriptions for K12, Inc K-8 Courses can be found at:

<http://www.k12.com/courses/k-8-courses>

Course Descriptions for K12, Inc 9-12 Courses can be found at:

<http://www.k12.com/courses/high-school-courses/high-school-course-list>

A.3.4

Alignments for courses to be taught at Nevada Preparatory academy have been approved already and are on file at the Department of Education's distance learning office by the program providers. Please reference Narrative A.3.1.

A.3.5

Students in Kindergarten through 6th Grade complete their required Math, Science, Social Studies, and Language Arts courses each year before being promoted to the next grade level.

In the 7th and 8th Grades, students must complete the following minimum credits before advancement into High School:

- 1.5 Credits of English

- 1.5 Credits of Math

- 1 Credit of Science

- 1 Credit of Social Studies

Special Education students may be promoted without completing the aforementioned courses and credits if prescribed in their IEP.

A.3.6

Daily Schedule for ½ Day Kindergarten (180 minutes per day)

8.00 am - 8.15 am Arrive and check in
8.15 am - 9.45 am Group lesson and morning work time
9.45 am - 10.00 am Morning break
10.00 am - 11.00 am Late morning work time
11.00 am - 11.15 am Review and closing
11.15 am Dismissal

Daily Schedule for Full Day Kindergarten to grade 5 (330 minutes per day)

8.00 am - 8.15 am Arrive and check in
8.15 am - 11.00 am Group lesson and morning work time
11.00 am - 11.45 am Morning break & lunch
11.45 am - 12.30 pm Group lesson & Silent Reading work time
12.30 am - 2.45 pm Review and closing
2.45 am - 3.00 pm Review and closing
3.00 pm Dismissal

Daily Schedule for grades 6 – 12 (360 minutes per day) Block Schedule

8.15 am - 8.55 am Arrive and check in
8.30 am - 10.00 am Period 1 (Period 5)
10.05 am - 11.35 am Period 2 (Period 6)
11.40 am - 12.10 pm Lunch
12.15 am - 1.45 pm Period 3 (Period 7)
1.50 pm - 3.20 pm Period 4 (Period 8)
3.20 pm Dismissal

ADVANCED DIPLOMA

The following subjects are needed to meet graduation requirements:

Advanced DIPLOMA		
Required/Elective Areas of Study	Units	
English	4	<i>(Literary Analysis and Composition I, or Honors Literary Analysis and Composition I) (Literary Analysis and Composition II, or Honors Literary Analysis and Composition II) (American Literature, or Honors American Literature) (British and World Literature, or Honors British and World Literature.) AP English Language and Composition Pre-</i>
*Mathematics	4	<i>Algebra (Algebra I, or Honors Algebra I) Geometry (Algebra II, or Honors Algebra II) Business and Consumer Math Pre-Calculus/Trigonometry AP Calculus AP Statistics Physical</i>
Science	3	<i>Science (Earth Science, or Honors Earth Science) (Biology, or Honors Biology, or AP Biology) (Chemistry, or Honors Chemistry, or AP Chemistry) (Physics, or Honors Physics, or AP Physics)</i>
World History or Geography	1	<i>(World History, or Honors World History, or Geography and World Cultures)</i>
	1	<i>(U.S. History, or</i>

U.S. History	1	Honors U.S. History, or AP U.S. History)
U.S. Government	2	(U.S. Government and Politics, or AP U.S. Government and Politics)
**Physical Education	½	Physical Education
Health	½	Skills for Health
***Use of Computers	1	Computer Literacy I
Occupational Education	6	Computer Literacy II
Electives		Achieving your Career/College Goals
		(Any other courses offered by Nevada Prep Academy as well as courses listed above not already applied towards required units in their respective subjects will be counted as electives.)
TOTAL	24	

****Mathematics course units must include at least Algebra I or Algebra I H, or above.***

*****A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.***

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

To receive a diploma from a Nevada high school, students must pass the Nevada High School Proficiency Examination in addition to meeting course requirements. Students must pass reading, writing, math, and science. Any student who completes course requirements but does not pass the Nevada High School Proficiency Examinations will receive a Certificate of Attendance rather than a diploma.

STANDARD DIPLOMA

The following subjects are needed to meet graduation requirements:

Standard Diploma		
Required/Elective Areas of Study	Units	
English	4	English Foundations I English Foundations II (Literary Analysis and Composition I, or Honors Literary Analysis and Composition I) (Literary Analysis and Composition II, or Honors Literary Analysis and Composition II) (American Literature, or Honors American Literature) (British and World Literature, or Honors British and World Literature.) AP English Language and Composition Math
*Mathematics	3	Foundations I Math Foundations II Pre-Algebra (Algebra I, or Honors Algebra I) Geometry (Algebra II, or Honors Algebra II) Business and Consumer Math Pre-Calculus/Trigonometry AP Calculus AP Statistics Physical
Science	2	Science (Earth Science, or Honors Earth Science) (Biology, or Honors Biology, or AP Biology) (Chemistry, or Honors Chemistry, or AP Chemistry) (Physics, or Honors Physics, or

World History or Geography	1	AP Physics) (World History, or Honors World History, or Geography and World Cultures)
U.S. History	1	(U.S. History, or Honors U.S. History, or AP U.S. History)
U.S. Government	1	(U.S. Government and Politics, or AP U.S. Government and Politics)
**Physical Education	2	Physical Education
Health	½	Skills for Health
***Use of Computers	½	Computer Literacy I Computer Literacy II
Electives	7½	(Any other courses offered by Nevada Prep Academy as well as courses listed above not already applied towards required units in their respective subjects will count as elective credits.)
TOTAL	22 ½	

****Mathematics course units must include at least Algebra I or Algebra I H, or above.***

*****A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.***

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

To receive a diploma from a Nevada high school, students must pass the Nevada High School Proficiency Examination in addition to meeting course requirements. Students must pass reading, writing, math, and science. Any student who completes course requirements but does not pass the Nevada High School Proficiency Examinations will receive a Certificate of Attendance rather than a diploma.

ADVANCED HONORS DIPLOMA

Starting with the Class of 2011 and beyond

Students planning to apply to universities with competitive admission requirements may pursue the Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous coursework beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4-years of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 unweighted GPA and 3.85 weighted GPA.

HONORS COURSE DIPLOMA

<i>Honors Diploma</i>		
<i>Required/Elective Areas of Study in Honors/AP/IB</i>	<i>Units</i>	
<i>English</i>	<i>3</i>	<i>Honors Literary Analysis and Composition I Honors Literary Analysis and Composition II Honors American Literature Honors British Literature AP Language and Composition</i>
<i>Mathematics</i>	<i>2</i>	<i>Honors Algebra Honors Algebra II AP Calculus AP Statistics</i>
<i>Science</i>	<i>2</i>	<i>Honors Earth Science (Honors Biology, or AP Biology) (Honors Chemistry, or AP Chemistry) (Honors Physics, or AP Physics)</i>
<i>Social Studies</i>	<i>2</i>	<i>Honors World History (Honors U.S. History, or AP U.S. History) AP U.S. Government and Politics</i>
<i>*Foreign Language</i>	<i>1</i>	<i>Spanish 2 Spanish 3 AP Spanish French 2 French 3</i>

<i>Elective</i>	2	<i>AP French German 2 Latin 2 Chinese 2 (any additional honors/ap courses listed above and not already applied towards honors/ap requirements, and/or)</i>
TOTAL Honors/AP/IB Units	12	<i>AP Macroeconomics AP Psychology</i>

**** First year foreign language classes, fifth year classes, and external credit options (correspondence courses, credit-by-exam, community service, educational travel, and music equivalent) will not receive Honors credit. Students must accumulate a minimum weighted GPA of 3.5 to qualify for an Honors Diploma. Students enrolled in weighted Honors/AP/IB courses through this program may have a grade point average greater than 4.00.***



NEVADA PREPARATORY
ACADEMY

THIS CERTIFIES THAT

[Name]

has successfully completed the required course of study approved by the
Board of Education for the State of Nevada, and is therefore awarded this

DIPLOMA

Given this ___ day of _____, 20__

Head of School

Chair of the Board of Trustees

SEAL



Nevada Preparatory Academy
OFFICIAL SCHOOL TRANSCRIPT

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

ACADEMIC RECORD

SCHOOL YEAR: GRADE LEVEL: K	SCHOOL YEAR: GRADE LEVEL: 1 st																
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<i>Course Title</i>	<i>Attempted</i>	<i>Earned</i>	<i>Grade</i>														
	<i>Credit</i>	<i>Credit</i>	<i>Final</i>														
<i>Course Title</i>	<i>Attempted</i>	<i>Earned</i>	<i>Grade</i>														
Total Credits: GPA: Cumulative GPA:	Total Credits: GPA: Cumulative GPA:																

SCHOOL YEAR: **GRADE LEVEL: 6TH**

<i>Course Title</i>	<i>Credit Attempted</i>	<i>Credit Earned</i>	<i>Final Grade</i>
---------------------	-----------------------------	--------------------------	------------------------

Total Credits: GPA: Cumulative GPA:

SCHOOL YEAR: **GRADE LEVEL: 7TH**

<i>Course Title</i>	<i>Credit Earned</i>	<i>Credit Attempted</i>	<i>Final Grade</i>
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Total Credits: GPA: Cumulative GPA:

SCHOOL YEAR: **GRADE LEVEL: 8TH**

<i>Course Title</i>	<i>Credit Attempted</i>	<i>Credit Earned</i>	<i>Final Grade</i>
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Total Credits: GPA: Cumulative GPA:

SCHOOL YEAR: **GRADE LEVEL: 9TH**

<i>Course Title</i>	<i>Credit Attempted</i>	<i>Credit Earned</i>	<i>Final Grade</i>
---------------------	-----------------------------	--------------------------	------------------------

Total Credits: GPA: Cumulative GPA:

SCHOOL YEAR: **GRADE LEVEL: 10TH**

<i>Course Title</i>	<i>Credit Attempted</i>	<i>Credit Earned</i>	<i>Final Grade</i>
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Total Credits: GPA: Cumulative GPA:

SCHOOL YEAR: **GRADE LEVEL: 11TH**

<i>Course Title</i>	<i>Credit Attempted</i>	<i>Credit Earned</i>	<i>Final Grade</i>
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Total Credits: GPA: Cumulative GPA:

SCHOOL YEAR: **GRADE LEVEL: 12TH**

<i>Course Title</i>	<i>Credit Attempted</i>	<i>Credit Earned</i>	<i>Final Grade</i>
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Total Credits: GPA: Cumulative GPA:

NOTES:

Signature: _____ Title: Head of School Graduation Date: _____

A.4.1

Model Schedule will be built on future published time lines.

Nevada Testing Calendar for the 2009-10 School Year

Program	Grade(s)	Testing Windows/Dates				
CRT	3 – 8	Up to 10 days on either side of the 120 th Day of Instruction* (Individual school or track testing windows to be determined by the local school district)				
Analytic Writing	5		Jan. 25 – Feb. 4			
	8		Feb. 8 – 18			
HSPE Writing	11	Nov. 18		Mar. 10		
	12 and Adult	Nov. 18		Mar. 10	May 5	July 14
	12	Documents for the Alternative to the HSPE in Writing must be submitted to NDE by Mar. 26				
HSPE Math, Reading and Science	10			Mar. 8 – 12		
	11	Nov. 16 – 20		Mar. 8 – 12		
	12 and Adult	Nov. 16 – 20		Mar. 8 – 12	May 3 – 5	July 12 – 16
	12	Documents for the Alternative to the HSPE in Science must be submitted to NDE by Mar. 26				
Alternate Assessment	All Eligible Students 3 – 8 and 11	Dec. 1 – Feb. 26				
ELPA	All LEP Students	Oct. 1 – Jan.31 (except Clark**)				
NAEP (Limited sample of students statewide)	4, 8 and 12	Jan. 25 – Mar. 5				

CRT = Criterion-Referenced Test; **HSPE** = High School Proficiency Examination; **ELPA** = English Language Proficiency Assessment; **LEP** = Limited English Proficient; **NAEP** = National Assessment of Educational Progress; **NDE** = Nevada Department of Education

*The testing window for the CRT is necessary to meet reporting deadlines for the annual determination of Adequate Yearly Progress (AYP) as required by NRS 385.3762.

**Clark County School District must complete ELPA testing by Mar. 31.

School districts may offer schools a smaller and more specific window for testing in order to accommodate individual scheduling and shipping needs. Please adhere to the testing windows for your specific school district.

	Monday	Tuesday	Wednesday	Thursday	Friday	SD	ASD	
Aug	26	27	28	29	30			First Day 8/26/13
Sept	DH - 2	3	4	5	6			Labor Day 9/2/2013
	9	10	11	12	13			
	16	17	18	19	20			School Count Day 9/23/10
						19	19	Month 1
	23	24	25	26	27			
Oct	30	1	2	3	4			
	7	8	9	10	11			
	14	15	16	17	18			School
						20	39	Month 2
	21	22	23	24	DH -25			Nevada Day 10/25/13
Nov	28	29	30	31	1			Veterans Day 11/11/13
	4	5	6	7	8			
	DH - 11	12	13	14	15			School
						18	57	Month 3
	18	19	20	21	22			
Dec	25	26	27	DH - 28	DH - 29			Thanksgiving 11/24/13 Family Day 11/25/13
	2	3	4	5	6			
	9	10	11	12	13			School
						18	75	Month 4
	16	17	18	19	20			Winter Break begins 12/23/13
Jan	WB 23	WB 24	WB 25	WB 26	WB 27			Winter Break ends 1/5/14
	WB 30	WB 31	WB 1	WB 2	WB 3			Classes Resume 1/6/14
	6	7	8	9	10			
	13	14	15	16	17			School
						15	90	Month 5
	DH - 20	21	22	23	24			Martin Luther King Jr Day 1/20/2014
Feb	27	28	29	30	31			
	3	4	5	6	7			
	10	11	12	13	14			School
						19	109	Month 6
	DH - 17	18	19	20	21			Presidents Day 2/17/2014
March	24	25	26	27	28			
	3	4	5	6	7			
	10	11	12	13	14			School
						19	128	Month 7
	17	18	19	20	21			Spring Break 4/2/2011-4/6/2014
	24	25	26	27	28			
April	SB 31	SB 1	SB 2	SB 3	SB 4			
	7	8	9	10	11			School
						15	143	Month 8
	14	15	16	17	18			
May	21	22	23	24	25			
	28	29	30	1	2			
	5	6	7	8	9			School
						20	163	Month 9
	12	13	14	15	16			Memorial Day Holiday 5/26/2014
	19	20	21	22	23			Last Day 6/4/2014
	Memorial Day 26	27	28	29	30			
June	2	3	4	5	6			School
						17	180	Month 10

WB	Winter Break
SB	Spring Break
CD	Contingency day
HD	District Holiday

A.6.3 Behavioral Policies

STUDENT CODE OF ETHICS

As a secondary student in the Clark County School District I will, at all times strive to demonstrate the five qualities of moral character fundamental to human conduct: **Integrity, Respect, Justice, Responsibility, and Manners.**

Integrity -- Standing up for what is right instead of just trying to go along with the group.

Respect -- Treating myself and others with honor and obeying school rules and laws of my country.

Justice -- Being fair to others as well as to myself, balancing praise and blame in accord with my actions.

Responsibility -- Accepting complete responsibility for my own actions and the effects they have on myself and on others.

Manners -- Following the fundamental principles of good manners. Students should be conscientious of and respectful to adults and to each other at **all** times.

BEHAVIOR OFFENSES AND CONSEQUENCES

x - minimum consequences
o - possible additional consequences
(depending on severity and/or frequency)

	PARENT NOTIFICATION	COUNSELOR/STUDENT CONFERENCE	ADMINISTRATOR/STUDENT CONFERENCE	IN-SCHOOL PROCEDURES	REQUIRED PARENT CONFERENCE	SUSPENSION	INVOLVEMENT OF LAW ENFORCEMENT	BEHAVIOR SCHOOL	EXPULSION	OTHER	OTHER SPECIFIED
ALCOHOL, Use of											
1st Offense-----	X	O		X	X	X	O	O	X		Substance Abuse Awareness Program
2nd Offense-----	X	O		X	X	X		X	X		Substance Abuse Awareness Program
ALCOHOL, Distribution of											
Any Offense-----	X	O		X	X	X		X	X		Substance Abuse Awareness Program
ARSON -----	X		X	X	X	X		X	O		Restitution
ASSAULT											
School Employee-----	X	O		X	X	X		X			
Non School Employee-----	X	O		X	O	O	O	O			
AUTOMOBILE MISUSE -----	X		X	X	O	O			O		Revocation of Parking Privileges
BATTERY											
School Employee-----	X	O		X	X	X		X			
Non School Employee-----	X	O		X	O	O	O	O			
BUS MISBEHAVIOR	SEE CHART ON PAGE 17										
BULLYING, CYBERBULLYING, HARASSMENT, and INTIMIDATION	X	O	X	X	X	O	O	O	O		
CAMPUS DISRUPTION -----	X	O	X	X	X	O	O	O	O		
COMPUTER MISCONDUCT											
1st Offense-----	X	O	X	X	X	O	O	O		O	Restitution
2nd Offense-----	X		X	O	X	O	O	O		O	Restitution
CONTROLLED SUBSTANCES, Use and/or Possession of -											
1st Offense-----	X	O	X		X	X	X	O	O	X	Substance Abuse Awareness Program
2nd Offense-----	X	O	X		X	X	X		X	X	Substance Abuse Awareness Program
Sale and/or Distribution of -											
Any Offense-----	X	O	X		X	X	X		X	X	Substance Abuse Awareness Program

BEHAVIOR OFFENSES AND CONSEQUENCES

x - minimum consequences
 o - possible additional consequences
 (depending on severity and/or frequency)

PARENT NOTIFICATION	COUNSELOR/STUDENT CONFERENCE	ADMINISTRATOR/STUDENT CONFERENCE	IN-SCHOOL PROCEDURES	REQUIRED PARENT CONFERENCE	SUSPENSION	INVOLVEMENT OF LAW ENFORCEMENT	BEHAVIOR SCHOOL	OTHER	OTHER SPECIFIED
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DEFIANCE OF SCHOOL PERSONNEL-----	x	o	x	o	o	o	o	o	o		
DISORDERLY CONDUCT-----	x	o	x		x	o	o	o	o		
DRESS CODE VIOLATION											
1st Offense-----	o	o	o	x						o	School specific policy
2nd Offense-----	x		x	x	o					o	School specific policy
EXPLOSIVE DEVICES - FIRECRACKERS OR POISON GAS---	x	o	x		x	x	x		x	x	Confiscation
EXTORTION-----	x	o	x		x	x	x	o	o	o	Restitution
FIGHTING-----	x	o	x		x	o	o	o	o		
FIREARMS-----	x	o	x		x	x	x		x	x	Confiscation
FORGERY-----	x	o	x	x	o	o	o	o			
GAMBLING-----	x	o	x	x	o	o	o	o			
GANG ACTIVITY-----	x	o	x	x	x	o	o	o	o		
HABITUAL DISCIPLINARY PROBLEM	x	o	x		x	x				x	Expulsion from CCSD schools for minimum of one semester (18 weeks)
HABITUAL DISREGARD OF SCHOOL RULES-----	x	o	x	x	x	o		o	o		
HAZING-----	x	o	x	o	o	o	x	o	o		

GRADUATION CEREMONY

Participation in graduation ceremonies is a privilege for graduating seniors. Offenses of school regulations may result in loss of the privilege to participate in the graduation ceremony.

BEHAVIOR OFFENSES AND CONSEQUENCES

x - minimum consequences
o - possible additional
consequences
(depending on severity and/or frequency)

	PARENT NOTIFICATION	COUNSELOR/STUDENT CONFERENCE	ADMINISTRATOR/STUDENT CONFERENCE	IN-SCHOOL PROCEDURES	REQUIRED PARENT CONFERENCE	SUSPENSION	INVOLVEMENT OF LAW ENFORCEMENT	BEHAVIOR OF LAW ENFORCEMENT	EXPULSION	OTHER	OTHER SPECIFIED
ILLEGAL CONDUCT-----	X	O	X		X	O	O	O	O		
IMMORAL CONDUCT											
Sexual-----	X	X	X		X	X	X		X		
Non-sexual-----	X	X	X		X	O	O	O	O		
NUISANCE ITEMS-----	O	O	O	X	O					X	Confiscation
PERSONAL COMMUNICATION DEVICE-(Inappropriate use)-----	X		X	X	X	O	O			O	Loss of Privilege/Confiscation
RACIALLY DEROGATORY REMARKS-----	X	O	X	X	O	O		O			
ROBBERY-----	X		X		X	X	X	O	O	O	Restitution
SCHOLASTIC DISHONESTY-----	X	O	O	X	O	O	O	O			
SPRAY PROPELLANTS-----	X		X	X	X	O		O		X	Confiscation
TARDINESS-----	O	O	O	X	O	O					
THEFT-----	X	O	X	X	X	O	O	O	O	O	Restitution
TOBACCO, Use of-----	O	O		X	O	O				X	Confiscation
TRESPASSING-----	X		X		O	O					
TRUANCY- 1st and 2nd offense----	X	O	X	O	O						
TRUANCY - Habitual-----	X	O	X	O	O		X				
VANDALISM/DESTRUCTION OR DEFACEMENT OF PROPERTY---											
Less than \$500 damage-----	X	O	X	O	X	O	O	O		O	Restitution
Greater than \$500 damage-----	X	O	X	O	X	O	O	O	O	O	Restitution
WEAPONS											
Dangerous Weapons (NRS)-----	X	O	X		X	X	X		X		
Unspecified weapons-----	X	O	X		X	X	O	O	O		

CORRECTIVE DISCIPLINARY ACTIONS

DISCIPLINE is the combination of a mental attitude and a system of personal self-control that results in a standard of behavior demonstrated by appropriate conduct in all situations.

In education, it is a process which strengthens, molds, and corrects student behavior through a system of essential rules, and when necessary, just and constructive consequences.

INFORMAL CONFERENCE

School official talks with the student and attempts to reach an agreement regarding the student's behavior.

CONFERENCE

Formal conference is held between the student and one or more school officials. During this conference, the student must agree to correct his/her behavior or additional disciplinary measures may be considered.

REQUIRED PARENT CONFERENCE – (RPC)

A Notice of Required Parent Conference is to be used by deans, assistant principals, and principals when a student-parent conference is required. The school office is to schedule the conference as soon as possible.

IN-SCHOOL PROCEDURES

School official administers disciplinary procedures intended to correct inappropriate behavior while allowing the student to remain in a class or classes. Such in-house procedures may include telephone contact to parent, teacher assigned discipline, loss of classroom credit for scholastic dishonesty, detention, bus citation including revocation of bus-riding privileges, removal from extracurricular activities, placement in In-House Suspension Program or temporary alternative placement (removal of student from class or classes and temporary placement in an alternative setting), revocation of privileges, and other appropriate in-house procedures.

SUSPENSION

If a student commits an offense that merits his/her removal from school, the Notice of Suspension may be used. Suspension is defined as the temporary removal of a student from school for the period of time necessary to (1) seek problem resolution, or (2) ensure that the student's presence at the school does not constitute a danger to himself/herself or others, or (3) accomplish stringent disciplinary actions such as a behavior school referral or expulsion. Students on suspension status are not allowed on a school campus or at any school sponsored activity for any reason without the express prior permission of the school principal.

HABITUAL TRUANCY REFERRAL

Referral to law enforcement for habitual truancy disposition on occasion of third incidence of truancy.

A.6.4

Attendance and Truancy Policy for Full Week Blended Learning Program:

Students that are absent for 5 consecutive days or more than 10 days in a semester will be subject to withdrawal, excepting medical circumstances.

Students that are absent must bring a note to school within three (3) school days after the absence. Absence notes should include the student's name, student number, grade, date, reason for absence, and parent/guardian phone number and signature. Any student arriving thirty (30) minutes late to class is considered absent from that period.

If a student fails to bring in a note, the absence will be considered a truancy. Each truancy will result in a letter sent home to the parent/guardian. If a student has been truant more than 3 times, they will be withdrawn. Truancies may involve formal reporting to local police authorities.

ATTENDANCE AND TRUANCY POLICY FOR VIRTUAL STUDENTS

ATTENDANCE REQUIREMENTS

Each pupil enrolled in a course of distance education offered through a program of distance education must show evidence of work progression in each course each week. The student may also meet this requirement by attending class connect sessions or by communicating with their teacher or a licensed personnel of the school. Attendance is established weekly. Therefore a student is marked as present or absent for the entire week. Official attendance is kept by the teachers/ school staff.

TRUANCY & NON-COMPLIANCE POLICY

The school is obligated to keep an accurate record of daily attendance and progress in accordance with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC). A NEVADA PREP student will be considered absent/ truant if he/she fails to attend the online classroom or progress in their class through verified work submission after five consecutive school days (Monday-Friday). NEVADA PREP staff will follow the procedures outlined below to notify parent/guardians of a non-compliant situation. A NEVADA PREP student may also be deemed non-compliant for one or more of the following reasons as determined on a case by case basis:

- Failure to submit work for each course each week. This is considered truancy or absence.
- Failure to respond to teacher/administrator phone calls and/or K-mails

- Failure to participate in state-mandated testing
- Failure to communicate change of address, phone number(s) or other contact information
- Failure to maintain Academic Integrity (ie. Student logging under parent/guardian OLS, plagiarism)
- Failure to follow Individual Education Plan (IEP)
- Failure to follow other NEVADA PREP policies
- Allowing an unauthorized person access to a student's K12[®] online school account. This includes both online and hard copy curriculum materials. Additional Learning Coach accounts may be created with the written consent of the parent.

Truancy and Non-Compliance Procedures:

Step 1: Upon determination by the teacher that the student is non-compliant due to insufficient attendance, progress and/or compliance with school procedures, the teacher will conduct a conference call with the student/parent/guardian to review the goals established in the goal setting conference and discuss the areas of concern. A non-compliance form will be K-mailed and mailed home. A follow-up contact will be conducted by a school advisor. This is a formal reminder that NEVADA PREP is doing due diligence to inform parent/guardians/students of school and state regulations. A copy will be placed in the student file and removed at the end of the school year if no further action has been taken.

Step 2: If the student is non-compliant due to insufficient attendance, progress and/or compliance with school procedures, after one week (5 school days) following the first non-compliance notification, or has not adequately addressed the documented concerns within a reasonable time-frame, the teacher or advisor will send a second non-compliance form to the parent/guardian/student via K-mail and mail. It may also be sent to the Compliance Administrator for further action. A follow-up contact will be conducted by a Compliance Administrator or designee. A copy will be placed in the student file and removed at the end of the school year if no further action has been taken.

Step 3: If the student is non-compliant due to insufficient attendance, progress and/or compliance with school procedures after an additional one week (5 school days) or adequately address the documented concerns within a reasonable time-frame following the Parent/guardian/Student - Administrative Conference, a teacher or advisor will send a 3rd non-compliance form K-mail and mail to the parent/guardian and Compliance Administrator or designee. The Compliance Administrator will contact parent/guardian/student for final resolution of the infractions and determine the severity. Possible outcomes may include Conditional Enrollment Agreement, face-to-face conference with parent/guardian/student and Compliance Administrator. A copy will be placed in the student file and removed at the end of the school year if no further action has been taken. The Compliance Administrator may withdraw the student from Nevada Prep. Parents will be notified of student withdrawal through registered mail, and student and parent e-mail addresses.

A.6.5

Attendance Policy has been addressed in Attachment A.6.4.

Attachment A.7.2

The enrollment projections of the Nevada Prep are in line with historic actual enrollment numbers of other K-12 distance education schools operating in Nevada. The graph below shows enrollment projections versus the actual enrollment of two previously opened virtual schools and one blended learning school.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Nevada Connections Academy	420	873	1322	1563	1719
Nevada Virtual Academy	256	629	1769	2589	3622
Odyssey Charter School	1410	1411	1311	1346	1577

The Clark County School District where the school will be located has 300,000 students, and only one other blended learning school, Odyssey Charter School. That school currently has 1577 students, and some of the families of the 3622 students Nevada Virtual Academy like the curriculum but would rather have a blended learning approach.

Our first two years enrollment numbers are in line with the first two years of Nevada Virtual Academy and Nevada Connections Academy.

We believe that with more awareness of distance education schooling and our own marketing initiatives that our enrollment figures will be met or exceeded.

The source for the graphical information above is the published 2008-2011 Statewide NRS 387.303 Reports.

Attachment A.7.4

Nevada Prep will participate in K12 Inc.'s marketing pool. The advantage of participation in this pool is that the cost of marketing is spread across multiple Nevada schools and school districts using K12, Inc.'s educational services.

The marketing pool includes but is not limited to:

- Internet Advertising on search engines and social media.
- Direct mail and email advertising
- Newspaper and Magazine print advertising
- Television and Radio advertising

The marketing pool may include specific advertising for our school or generic advertising geared towards all K12, Inc. affiliated school programs. In addition, Nevada Prep may choose to do its own marketing as mentioned above outside of the K12, Inc. marketing pool.

The advantage of the K12, Inc marketing pool for our school is that K12, Inc has over 10 years of experience in identifying and reaching out to students who could benefit from our online school programs. The internet portion of the marketing is the most effective as it can be tailored and targeted towards the specific subgroups of students and families our school will best serve. This can include sub groups such as those who are interested in home schooling, those who are looking for more rigorous course offerings to prepare for college, and families that are worried about students not graduating. As the school grows and develops, we can expand on the benefits of the marketing pool by reaching out to these groups on our own through the internet and other advertising media.

Nevada Prep will provide community based open houses, meet and greets, and other live social events to market itself to the community as desired. Many of the families that will benefit from our school program often belong to groups, and our families can invite their groups of friends and acquaintances to these events. These types of community events can further be targeted towards underserved portions of the community as the school identifies opportunities for outreach.

NEVADA DEPARTMENT OF EDUCATION
Charter School Application
Special Education Portion Component 1

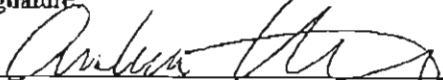
INSTRUCTIONS

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.	
NEVADA PREPARATORY ACADEMY, AMBER VARRICCHIO, LIAISON	
Signature: 	Date: 8.20.12

A.8.5

Nevada Preparatory Academy is dedicated to the premise that we can provide a truly inclusive environment where children will thrive and grow. Inclusive practices with special attention to a student's least restrictive environment in a regular education online classroom is a challenge but an important component of our school philosophy at the Nevada Preparatory Academy. Research demonstrates the closer the student is to the general curriculum, the greater the academic achievement.

Children with disabilities have the right to be included with their typically able peers in the community. This concept is the touchstone for all instructional programs and services available to our students at Nevada Preparatory Academy.

We aim to serve students more efficiently and productively through 504 plans and MTSS (multi-tier system of supports) in order to transition them out of special education and into general education. Inclusion should be the primary goal, as the more access students have to the general curriculum, the more success they will have academically for the long-term.

Our teachers must be trained in how to perform an immediate RtI check, by asking critical questions such as: What proficiency level has the class achieved as a result of the lesson? Is the teacher's instructional approach flawed, requiring re-teaching the entire class? Or, are only a small percentage of students affected who can be brought up to speed more quickly? Is there another approach that will work? Thus, the use of selected interventions may be sufficient in order to help the student make real gains.

The learning environment at Nevada Preparatory Academy has been designed to meet a wide range of academic levels and a variety of learning styles within the classroom setting. The following classroom features will help students meet their academic potential in an inclusive environment: individualized personal education plans, group instruction, cooperative learning, multi-sensory teaching approaches, blended learning strategies, RtI for all students, and a rigorous curriculum to meet the needs of students identified as gifted.

Assessment and Accountability for all students including all the following students identified as needing RtI, Student Assistance Team Intervention, Special Education Services, English Language Learning Services and students who require 504 Plans. The Nevada Preparatory Academy Charter School will follow all guidelines as they relate to assessment and accountability for all services and testing required as Federal and State laws, policies and procedures convey. Stated in all segments of the populations described, with a description and process of how services, assessments and accountability will be fully implemented.

When a child is referred to the Student Assistance Team, we will strive to maintain their status as typical students, who need special assistance, rather than students who are eligible for special education. Many students who are in regular education would receive a greater benefit from a 504 Plan; appropriate accommodations and RtI, rather than special education services which can be too restricting of their least restrictive environment, if special education services are not absolutely necessary.

Response to Instruction/Intervention is defined as "the practice of providing high-quality instruction and interventions that are matched to student need, monitoring progress frequently to make decisions

about changes in instruction or goals, and applying student response data to important educational decisions” (National Association of State Directors of Special Education, 2006, p. 3). The model, also recognized as Multi-Tier System of Supports, has been advanced by a number of developers and the University of Kansas Based on a problem-solving model, Rtl considers social and environmental factors as they might apply to an individual student and provides interventions and supports as soon as a student demonstrates a need. A three-tiered approach will be implemented.

Tier I- If a teacher recognizes that a student is struggling to learn the standard curriculum, either working beyond the standard curriculum, or having difficulty maintaining appropriate behavior in the general education classroom, then the teacher will conduct general screening and will implement classroom-based interventions. If the student does not respond to the interventions, then the student is referred to the Student Assistance Team (SAT).

Tier II- The Student Assistance Team (SAT), a school-based group of people whose purpose is to provide student support, will recommend targeted individual interventions. It may be a specialized program that includes small group instruction. Tier II interventions are implemented in addition to the Tier I interventions. Should the student not demonstrate a positive response to intervention, then the student moves to Tier III.

Tier III- Special Education Referral Process. Students referred to Tier III have begun the special education referral process. NEVADA PREPARATORY ACADEMY will follow the rule that informed parental consent must precede initial evaluation, and the parent’s consent to initial evaluation will not be construed as consent for special education services. For our initial evaluation they will be completed in 45 days or less as we believe our children’s needs are urgent and a top priority.

The SAT process at the Nevada Preparatory Academy will be a thoughtful, timely, and through process. If a student was not identified as needing special services and therefore not receiving special education services, but a disability is suspected, that student would fall under the protection of IDEA’97.

Special Education

Special Education teachers will work with regular education teachers to provide support to students with disabilities. Quality special education programming that brings about the highest academic achievement recognizes the closer the child is to the general curriculum, the more positive the outcome.

To be successful the inclusion program should incorporate:

- Adequate supports and services for the student,
- Well-designed Individual Education Programs,
- Professional development for all teachers involved, general and special educators alike,
- Time for teachers to plan, meet, create, and evaluate the students together,
- Professional skill development in the areas of cooperative learning, peer tutoring, adaptive curriculum, and time for collaboration between parents, teachers and administrators.

Our program is focused on the future of our children. Through continuing observation and monitoring of students’ progress in our program, we envision our children working through their own talents and challenges to persevere and, in doing so, demonstrate what is possible. Nevada Preparatory Academy

will comply with federal and state law as well as county rules and regulations that ensure that students with disabilities will be provided with an appropriate, if non-traditional, approach to special education.

NEVADA PREPARATORY ACADEMY will maintain confidentially of all student records consistent with state and federal laws. In order to be eligible for special education and related services under Part B of the IDEA, a child must be between the ages of 3 and 21*, must meet the definition of one or more categories of disabilities specified under the IDEA, and demonstrate a need of special education and related services as a result of his or her disability. (Not all students who have been identified as having a disability require special services.) In addition to the categories of disabilities defined by the IDEA, NEVADA PREPARATORY ACADEMY will search out gifted students who show high intellectual ability paired with one or more exceptional skills in aptitude, achievement, creativity/divergent thinking, or problem solving/critical thinking and demonstrate a need for services to supplement and enhance their educational program. A multidisciplinary assessment includes a review and consideration of the completed SAT file and a variety of assessment tools, including formal testing, interviews and observations.

Another important component to consider is a student's Least Restrictive Environment. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily

Individualized Education Plans (IEPs) will be developed for those students who are identified as eligible for special education services by the following procedures:

Step One: PREREFERRAL/REFERRAL INTERVENTIONS: The school or the parent refers the child for consideration of a possible need for special education supports and services. The school must provide screening and interventions through a Student Assistance Team (SAT) child study process before referring a child for a full special education evaluation, unless a student has an obvious disability or a serious and urgent problem.

Step Two: INITIAL EVALUATION: The evaluation process is important because the conclusions drawn from the evaluation are likely to determine not only if a student has a disability, but also if he or she qualifies for special education services. The child is evaluated. This may involve formal testing, observations, or even outside specialists. Parents must give written informed consent and a copy of their Rights and Procedural Safeguards, before an initial evaluation or a reevaluation can begin.

Step Three: DETERMINE ELIGIBILITY: Based on all the information gathered, a group of qualified professionals and the parent determine whether the student is eligible for special education supports and services. A student may be found to be eligible for services because he or she has a defined disability that directly affects learning. The lists of disabilities are:

- Autism
- Deaf-blindness
- Deafness
- Developmental delay

Hearing impairment
Intellectual disability Orthopedic impairment
Specific learning disability
Traumatic brain injury
Emotional disturbance
Multiple disabilities
Other health impairment
Speech or language impairment
Visual impairment, including blindness

The student may be ineligible because the disability does not directly affect learning, or there is no evidence that a disability exists.

Step Four: IEP DEVELOPMENT: If the child is found eligible, a team meets to develop an Individualized Education Program (IEP). The IEP is the master plan for the child's special education supports and services, such as speech therapy or physical therapy, which the child needs to benefit from instruction.

The school must invite the parent(s) to the meeting, provide a copy of Parental Rights and Responsibilities (at least once a year), and provide opportunities for parent(s) to participate as members of the IEP team. The NEVADA PREPARATORY ACADEMY will use the PED Checklist for Consideration of Students Identified as having Autism.

Step Five: IEP IMPLEMENTATION: Parent consent is required before beginning any special education supports and services. Once the plan is developed, the school implements the IEP. Prior Written Notice is also included at commencement of meeting.

Step Six: IEP REVIEW/REVISION: The IEP team, which includes the parent(s), must formally review the child's IEP at least once a year. The IEP team may review the IEP more often if necessary, as requested by the NEVADA PREPARATORY ACADEMY, or if requested by the parent(s).

Step Seven: REEVALUATION: The NEVADA PREPARATORY ACADEMY must reevaluate a child receiving services at least every three years unless the parent and the district agree that a specific reevaluation is not needed.

Step Eight: DETERMINE ELIGIBILITY: The IEP team must reexamine and determine if the child continues to be eligible after a reevaluation, as stated in steps two and three.

Step Nine: EXIT FROM SERVICES OR CONTINUE SERVICES: If the child is eligible, the IEP team begins again at step four. If the child is not eligible, he or she exits the program.

*Consider a 504 Plan, if student only requires only accommodations to succeed in their LRE.

Gifted Students and the Evaluation and IEP Process. The procedures that relate to gifted students are the same as school-aged children with disabilities, with three exceptions. The three exceptions include: 1) child find requirements; 2) disciplinary changes of placement; and 3) transition planning.

NEVADA PREPARATORY ACADEMY shall conduct general screening as part of its Educational Plan for Student Success (EPSS) in order to identify student needs in all educational and related areas, including the potential need for special education and related services. Response to Intervention (RtI) is a very necessary and thorough process to ensure that all interventions have been exhausted before the referral for special education services begins. 15% of all IDEA Part B monies can be allocated to students who are not identified as needing student services or related services.

NEVADA PREPARATORY ACADEMY will identify, locate and screen students in need of special education services pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Act 2004 (IDEA).

Upon completion of the initial evaluation, a Multidisciplinary Team Meeting (MDT) will be scheduled. A written notice to parents will be sent to inform them of, and invite them to the meeting. Parents will be afforded sufficient time for response and opportunity to request another time in order to accommodate their schedules.

The MDT team is composed of the student's parents and educational professionals such as general and special education teachers, a diagnostician, related service providers if they conducted an evaluation, and the school administrator. The purpose of the meeting is to determine that the student is a student with a disability and to determine the educational needs of the student. The team develops an IEP (Individualized Education Plan) at that point. The IEP team will meet annually to update and develop the IEP for the succeeding year.

IEP meetings at NEVADA PREPARATORY ACADEMY are student centered. Students are invited to their IEP meeting and encouraged to be an active participant if it is age and developmentally appropriate, for example students who are gifted can lead parts of their own meeting. A student can choose not to attend the IEP meeting and parents or NEVADA PREPARATORY ACADEMY staff can request that a student not attend portions of the meeting; mainly for discussion of sensitive issues. Many IEPs will be done through telepresence technology such as web conference or conference calls as deemed appropriate.

Parents are encouraged to participate in the IEP process, but it is ultimately NEVADA PREPARATORY ACADEMY's responsibility to develop a student's IEP in a timely fashion. If three attempts of Parent Notification of Meeting (written notice to attend IEP meeting) occur without the parent attending, the remaining IEP team members will conduct the meeting without the parent. IEP team member decisions will be presented at a later date to the parent and parents will be provided with a copy of the document and asked to sign the IEP. If the parent or student strongly disagrees with the IEP team member decisions, the parent is encouraged to utilize the NEVADA PREPARATORY ACADEMY Resolution Process.

NEVADA PREPARATORY ACADEMY will be responsible for developing, implementing, reviewing, and revising an IEP Program in compliance with all applicable regulations and standards for each student with exceptionalities served by the school. At an IEP meeting, the individualized education plan for a student is developed by a team who, together, make informed decisions designed to provide the student with his or her best opportunity for success both in the present and future. NEVADA PREPARATORY ACADEMY recognizes that the IEP is the written statement documenting a unique educational plan to assist a student with exceptionalities to receive a free appropriate public education, and is required for any student eligible for services.

The IEP team is composed of the parents, regular education teachers, special education teachers, the administrator, and other professionals with relevant knowledge or expertise, and individuals invited by the school or parents (such as an interpreter or an advocate).

The following actions will have already occurred prior to the IEP meeting which include:

The Parent being provided a Copy of the Special Education Rights and Responsibilities and has given written permission for the student to be assessed (with all assessments listed);

- An evaluation of the child through a variety of assessments, observations, and information gathering.
- Targeting all areas related to the student's eligibility.
- If this an initial IEP, have the MDT team examine the data and determine if the child meets the criteria to be considered eligible for special education and, if appropriate, related services. Record determination results.
- If a student is found eligible for special education because of a specific learning disability, the MDT must also complete the form Determining Existence of a Specific Learning Disability. This two-page form includes objective results (such as test data) and subjective assessments (such as observation and professional opinion) to make the determination. This form also requires each team member to agree or disagree with the findings. A team member who disagrees must submit a separate statement presenting his or her conclusions. A written notice of the meeting has been sent to the parents.

IDEA 2004 requires that when developing a student's Individualized Education Plan, that the following information be considered:

- The strengths and weaknesses (PLAAFP) of the child including vision for the future;
- The concerns of the parents for enhancing the education of their child;
- The results of the initial evaluation or most recent evaluation of the child, and
- The academic, developmental, and functional needs of the child.

NEVADA PREPARATORY ACADEMY will use an IEP form, which includes the following:

- Consideration of special factors (i.e. second language learner)
- Student profile and student/family vision
- Transition services, if needed
- Present levels of educational performance
- How the child's disability affects the child's involvement and progress in the general education curriculum;
- For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
- Annual goals (objectives/benchmarks)
- The statement of measurable annual academic and functional goals must be designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum, and the Least restrictive environment
- Summary of services
- Modifications & Accommodations
- Supplementary aids and services
- Participation in mandated testing

- Schedules of services
- The projected date for the beginning of the services and modifications
- Level of Service/Setting
- The anticipated frequency, location, and duration of those services and modifications.
- A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications of supports for school personnel that will be provided for the child.
- IEP Progress Documentation
- Prior written notice of proposed/rejected action(s)

The Nevada Preparatory Academy will employ a continuum of services to ensure students' access to the general education curriculum and use a personalized approach, adapting to meet each child's unique learning needs. The inclusion of multi-disciplinary approaches to learning will be used to its full potential in order to engage students in learning which they can find meaningful expression, and thus increase their potential for overcoming the barriers many at risk students face.

Students who qualify for special education services will be placed in the least restrictive environment (LRE). Depending upon the student's needs this could be inclusion in regular programs, special speech and language services, and partial day special education classes specific to the student's needs. It can also extend to local district, regional services or school contracted private providers. Instructional support materials, computer programs, books on tape and other materials will be available to enhance and increase academic learning.

Gifted children are those whose intellectual ability paired with subject matter aptitude/achievement, creativity/ divergent thinking, or problem-solving/critical thinking is so outstanding that special services are required to meet their educational needs. Children who have demonstrated signs of being gifted are referred to the SAT as well. Interventions are utilized in much the same way to enable the potential gifted student to have their needs met in the general education classroom. If the SAT team agrees to refer a student for further diagnostic testing, the SAT team follows procedures to that effect.

Children who do not have the typical advantages of their peers or speak a first language other than English are often overlooked as being gifted. NEVADA PREPARATORY ACADEMY intends to identify potentially gifted students as early as possible. As often the case with children identified as ESL, when evaluated for giftedness, they usually do not meet the academic assessment criteria and fall short on the global knowledge section of an IQ test. This can be remedied by ensuring through careful monitoring and intervention that they maintain their above average proficiency levels, until it is developmentally and age appropriate to test them. Parents often bring outside diagnostic evaluations showing their child has a disability/exceptionality. All outside evaluation reports must be reviewed by our diagnostic team and/or related services personnel before a multi-disciplinary team can meet. The NEVADA PREPARATORY ACADEMY team and parent(s) will make the determination whether the evaluation report is valid and whether the student qualifies for services.

Section 504/American Disabilities Act.

Section 504 (Subpart D) is a federal civil rights law that is the responsibility of the comprehensive general education system. The Law requires students with disabilities be provided with a free appropriate public education (FAPE). NEVADA PREPARATORY ACADEMY will provide the full range of

accommodations and services necessary for student with disabilities to participate in and benefit from public education programs and activities. NEVADA PREPARATORY ACADEMY recognizes that protections are afforded to all individuals who are disabled under the Individuals with Disabilities Act (IDEA), under Section 504/ADA.

However, not all individuals who are considered to be disabled under Section 504 guidelines will meet the eligibility requirements of IDEA. These children will require a response from the general education staff for the provision of accommodations and services that may take the form of a written Section 504 Plan.

Section 504 (29 U.S.C. Sec. 706(8)) is based on the need for reasonable accommodations that effect major life activities defined as, functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

As required by this law, the parent or guardian will be provided with notice of actions affecting the identification, evaluation or placement of the student. Parents/guardians will be invited to the meeting, and participate in the decisions made. Parents are entitled to an impartial due process hearing if they disagree with the school's decisions in these area. A Section 504 hearing will be made available by the school if requested by the parent. NEVADA PREPARATORY ACADEMY understands that parents may choose to appeal directly to the Office of Civil Rights without notifying the school of their concerns or requesting a 504 due process hearing.

Students may be served through a Section 504 Plan ensuring that students who qualify as a student with a learning disability or an acute or chronic disability and have reasonable accommodations afforded to them. A Section 504 Plan is designed for students who have an acute, short-term illness or injury and are generally succeeding in the regular curriculum. These students do not need significant alterations of program but have a documented disability. Students served in this way are allowed accommodations but are not assigned a Special Services Case Manager, but will be provided with General Case Manager, such as a General Education Teacher or a School Councilor. 504 Plans will be developed and conducted through the Student Assistance Team Process.

The components of evaluation assessment for Section 504 are determined by the type of disability suspected, data required to define the impact of the disability in the education environment, and the type of services/accommodations that may be needed. There are no evaluation requirements as exist under IDEA. However, the evaluation will be sufficient to accurately and completely assess the nature and extent of the disability, and the impact of the disability on a specific major life activity.

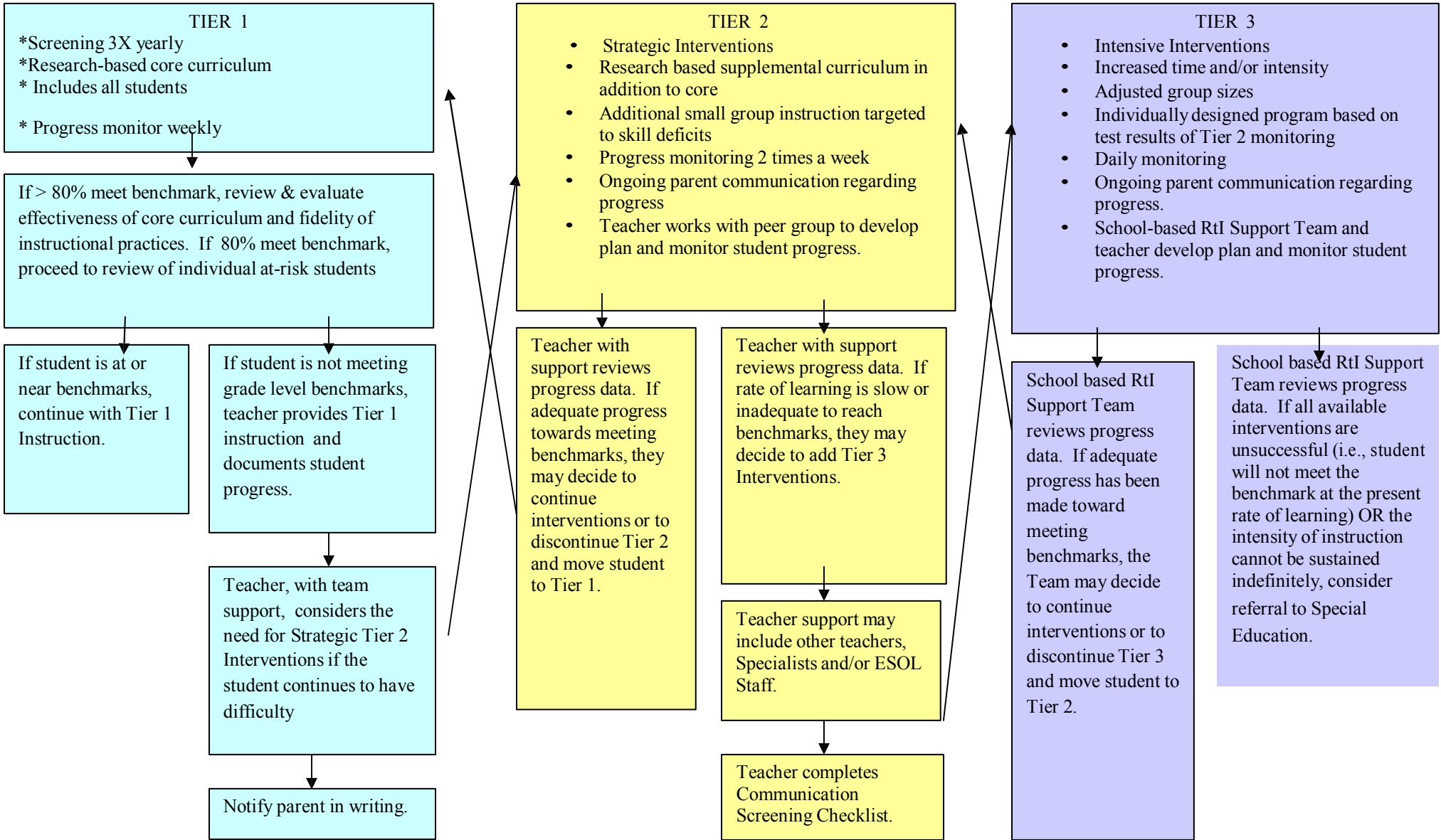
The determination of needed services will be made in accordance with evaluation data by professionals knowledgeable about the student. The group will review the nature and presence of the disability, how it affects the student's access to the educational process, and whether accommodations are needed to prevent discrimination. The decisions related to 504 eligibility and services will be retained in the student's file, and if services are provided, eligibility and the plan or services will be reviewed periodically, as determined by the group who developed the plan.

English Language Learners

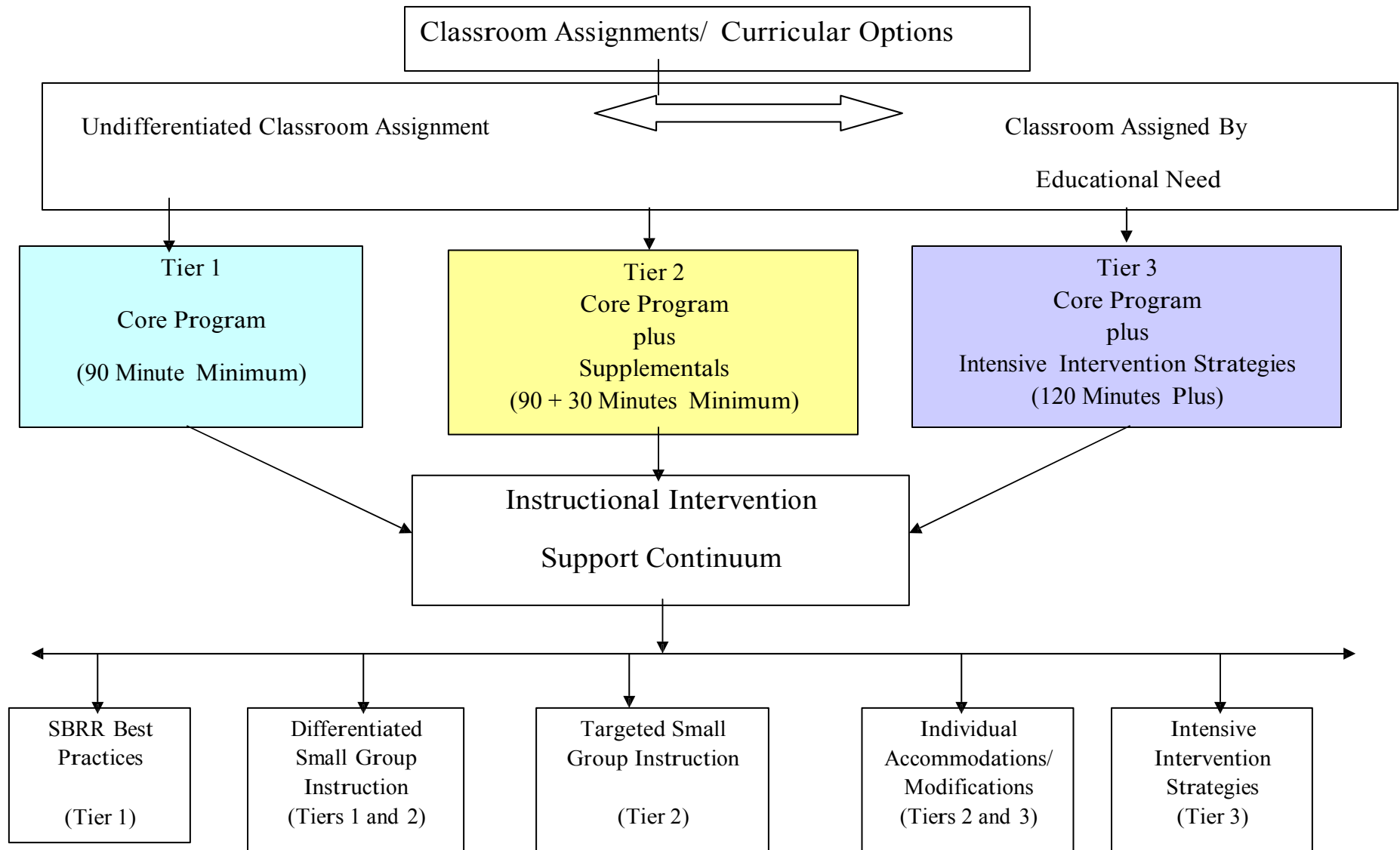
Inclusion is the central philosophy of the Nevada Preparatory Academy. NEVADA PREPARATORY ACADEMY will comply with all applicable federal laws with regard to services and the education of English Language Learners (ELL) relative to annual notification to parents, student identification,

placement, program options, ELL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficiency (FEP) status, monitoring and evaluation of program effectiveness and standardized testing requirement. Each ESL student will be assessed for English proficiency to provide information, identify needs and help the school to formulate a specific plan to meet those needs. The plan will include all areas of literacy: reading, writing, speaking and listening.

RESPONSE TO INTERVENTION FLUID FLOW CHART



RESPONSE TO INTERVENTION DELIVERY SYSTEM
ELEMENTARY SCHOOL GUIDELINES FOR READING



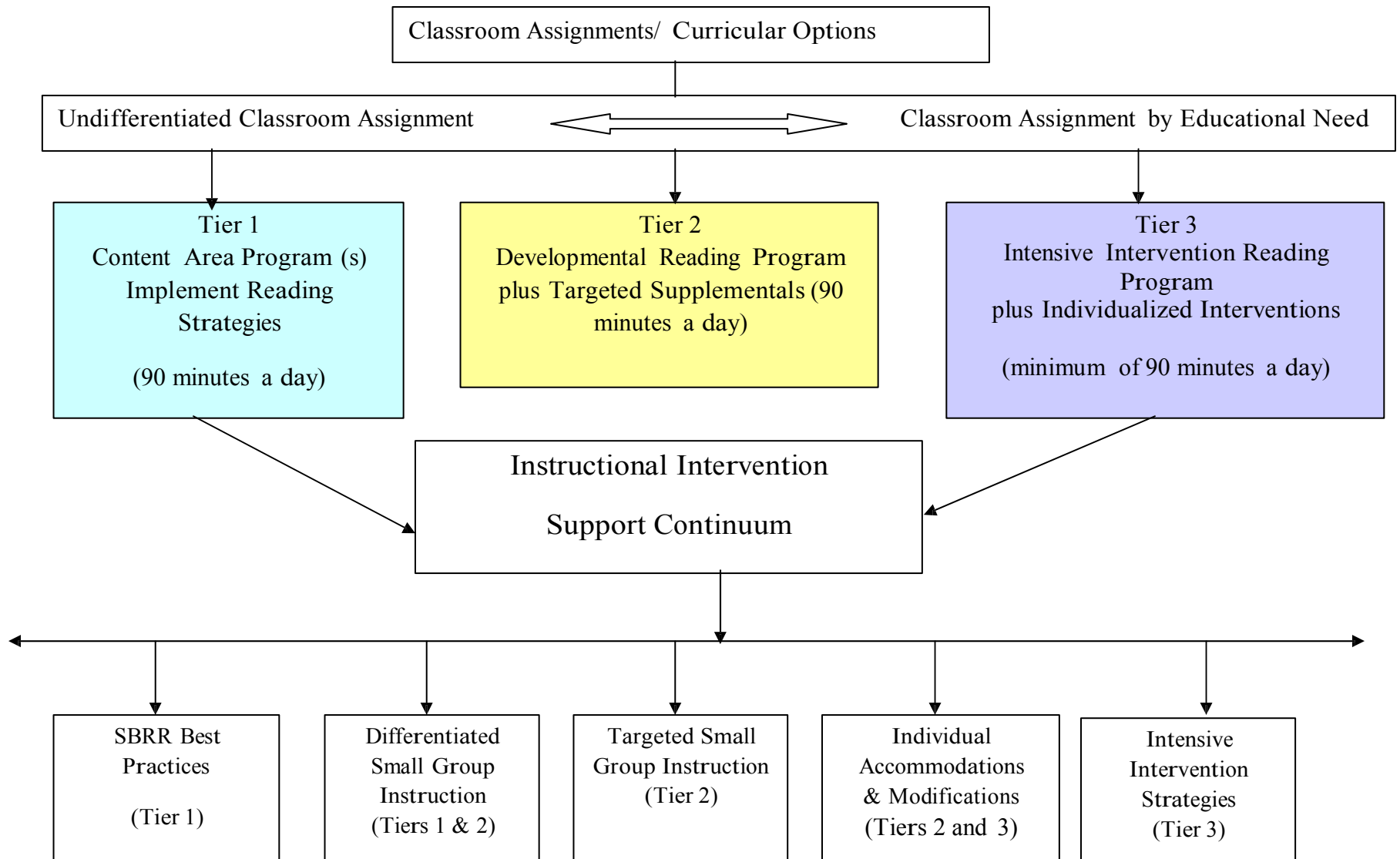
**RESPONSE TO INTERVENTION-READING PROGRAM
ELEMENTARY TIER COMPONENT GUIDELINES**

TIER COMPONENTS	TIER ONE	TIER TWO	TIER THREE
Focus of Instruction	Comprehensive Core Reading Program (CCRP)	CCRP with Supplemental Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
Grouping/Student Assignment Numbers	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with specifically targeted instruction	Differentiated Very Small Group(3 or less students) and Individual specifically targeted instruction
Academic Engaged Time (AET)	Ninety (90) Minute Block of Uninterrupted Reading Instruction (ii)	Ninety (90) Minute Block, with an additional thirty (30) minutes of Intervention (iii), increased Systematic Explicit Instruction, and Practice	120 Minutes Plus – Additional Time Allocated in Relation to the Number and Severity of the Student’s Needs Highly Increased Systematic Explicit Instruction and Practice.
Frequency of Assessment	Three to Four Screenings per Year to Monitor Student Progress	Progress Monitoring Every Two Weeks Minimum (Group/Individual) [Cold Reads, Curriculum Based Measurement (CBM)]	Individual Assessment Schedule based on the Number and Severity of the Student’s Needs (CBMs)

* Students may experience multiple components across tiers.

** Students may move from lower to higher tiers and from higher to lower tiers.

RESPONSE TO INTERVENTION DELIVERY SYSTEM
MIDDLE SCHOOL READING

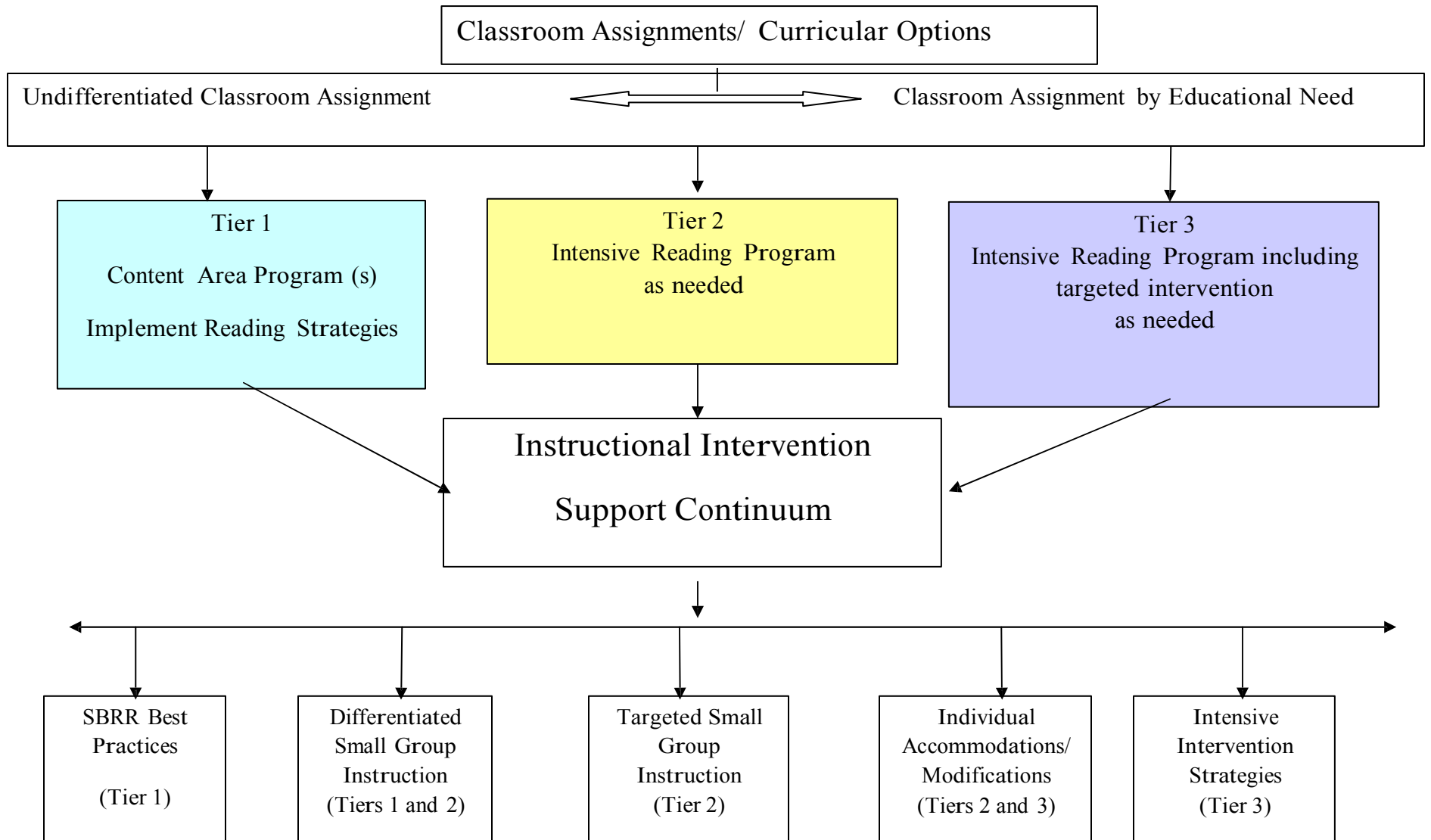


RESPONSE TO INTERVENTION-MIDDLE SCHOOL READING PROGRAM TIER COMPONENT GUIDELINES

TIER COMPONENTS	TIER ONE	TIER TWO	TIER THREE
Focus of Instruction	Content Area Programs implementing reading strategies	Developmental Reading Program for Level 3 and above students during the whole school Reading Period. Programs/Interventions targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
Grouping/Student Assignment Numbers	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with specifically targeted instruction	Further reduced numbers of Students in both Large and Differentiated Small Groups and Individual Instruction
Academic Engaged Time (AET)	Content Area classes and whole school Reading Period One period each	One Period Developmental Reading through the whole school Reading Period. Increased Systematic Explicit Instruction and Practice	Intensive Reading Block within the whole school Reading Period. Highly Increased Systematic, Explicit Instruction and Practice
Frequency of Assessment	Three Screenings per Year to Monitor Student Progress	Progress Monitoring Every twenty days at the minimum (Group/Individual) [Cold Reads, Curriculum Based Measurements (CBM)]	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBMs)

- Students may experience multiple components across tiers.
- Students may move from both lower to higher tiers and higher to lower tiers.

RESPONSE TO INTERVENTION DELIVERY SYSTEM HIGH SCHOOL READING



RESPONSE TO INTERVENTION—HIGH SCHOOL READING PROGRAM

TIER COMPONENT GUIDELINES

TIER COMPONENTS	TIER ONE	TIER TWO	TIER THREE
Focus of Instruction	Content Area Programs implementing reading strategies	Supplemental Intensive Reading Program	Intensive Reading Program. Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
Grouping/Student Assignment Numbers	Large Group with Differentiated Small Groups	Programs/Interventions targeted to Student Needs Reduced numbers of Students in Both Large and Differentiated Small Groups with specifically targeted instruction	Reduced numbers of Students in both Large and Differentiated Small Groups and Individual Instruction
Academic Engaged Time (AET)	Content Area classes One period each	Intensive Reading Class as needed Increased Systematic Explicit Instruction and Practice	Intensive Reading Class as needed Highly Increased Systematic, Explicit Instruction and Practice
Frequency of Assessment	Three Screenings per Year to Monitor Student Progress	Progress Monitoring Every Two Weeks Minimum (Group/Individual) [Cold Reads, Curriculum Based Measurement (CBM)]	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBMs)

*Students may experience multiple components across tiers.

**Students may move from both lower to higher tiers and higher to lower tiers.

RESPONSE TO INTERVENTION—MATHEMATICS PROGRAMS

TIER COMPONENT GUIDELINES FOR ELEMENTARY, GRADES K-5

TIER COMPONENTS	TIER ONE	TIER TWO	TIER THREE
Focus of Instruction	CORE Math Program (CMP) with differentiated instruction	CMP with embedded Supplemental Program Interventions targeted to student needs.	CMP with embedded Supplemental Programs and Intensive Interventions targeted to student needs
Grouping/Student Assignment Numbers	Large Group with Differentiated Small Groups	Large group with differentiated small group (5 or less) Supplemental Intervention	Differentiated small group (3 or less) and Individual Intensive Intervention
Academic Engaged Time (AET)	Sixty minute class to include Florida Continuous Improvement Model	Sixty minute class, to include , with 30 minutes of intervention scheduled twice weekly Increased systematic explicit instruction and practice during intervention sessions	Sixty minute class, to include , with 30 minutes of intervention scheduled four times weekly. Highly Increased Systematic, Explicit Instruction and Practice
Frequency of Assessment	Three Screenings per Year to Monitor Student Progress [Curriculum Based Measurement (CBM), ThinkLink, or other assessment]	Once a month minimum progress monitoring of identified students with CBM, ThinkLink, or other.	Twice a month minimum progress monitoring of all participating students (CBM)

*Students may experience multiple components across tiers.

** Students may move from both lower to higher tiers and higher to lower tiers.

RESPONSE TO INTERVENTION—MATHEMATICS PROGRAMS

TIER COMPONENT GUIDELINES FOR MIDDLE SCHOOL

TIER COMPONENTS	TIER ONE	TIER TWO	TIER THREE
Focus of Instruction	Core Math Program (CMP) to include differentiated instruction within the regular math course	CMP with embedded Supplemental Program Interventions are targeted to student needs ** Regular Math courses Some students will be enrolled in Intensive Math Class as an Exploratory class.	CMP with both embedded Supplemental Programs and Intensive Interventions targeted to student needs through regular Math Courses. Some students will be enrolled in Intensive Math Class as an Exploratory Class.
Grouping/Student Assignment Numbers	Large Group with Differentiated Small Groups	Large group with differentiated small group to include Supplemental Intervention	Differentiated small group and Individual Intensive Intervention
Academic Engaged Time (AET)	One class period	One class period. Some students will be enrolled in Intensive Math. Increased Systematic Explicit Instruction and Practice	One class period. Some students will be enrolled in Intensive Math. Highly Increased Systematic, Explicit Instruction and Practice
Frequency of Assessment	Three Screenings per Year to Monitor Student Progress [Curriculum Based Measurement (CBM), State Assessments, and/or others]	Three screenings per year to monitor student progress as well as CBM as needed. (CBM, State Assessments)	Three screenings per year to monitor student progress as well as CBM as needed. (CBM, State Assessments)

*Students may experience multiple components across tiers.

** Students may move from both lower to higher tiers and higher to lower tiers.

RESPONSE TO INTERVENTION—MATHEMATICS PROGRAMS

TIER COMPONENT GUIDELINES FOR HIGH SCHOOL

TIER COMPONENTS	TIER ONE	TIER TWO	TIER THREE
Focus of Instruction	Core Math Program (CMP) includes Florida Continuous Improvement Model . Differentiated Instruction is provided through the regular program.	CMP includes with embedded Supplemental Program. Interventions are targeted to student needs.	CMP includes with embedded Supplemental programs and Intensive Interventions that are targeted to student needs.
Grouping/Student Assignment Numbers	Large Group with Differentiated Small Groups	Large group with differentiated small group instruction. This includes Supplemental Intervention	Large group with differentiated small group or individual Intensive Intervention as indicated by individual student need.
Academic Engaged Time (AET)	Core Math Program class for most students	Core Math Program class for most students with increased Systematic Explicit Instruction and Practice	Core Math Program class for most students to include highly Increased Systematic, Explicit Instruction and Practice
Frequency of Assessment	Three Screenings per Year to Monitor Student Progress [ThinkLink and Curriculum Based Measurement (CBM)])	Progress Monitoring monthly minimum (Group/Individual) State Assessments, CBM)	Progress Monitoring twice a month minimum (Group/Individual) using State Assessments or CBM based on individual student need.

*Students may experience multiple components across tiers.

** Students may move from both lower to higher tiers and higher to lower tiers.

ROLES OF SCHOOL-BASED RtI SUPPORT MEMBERS

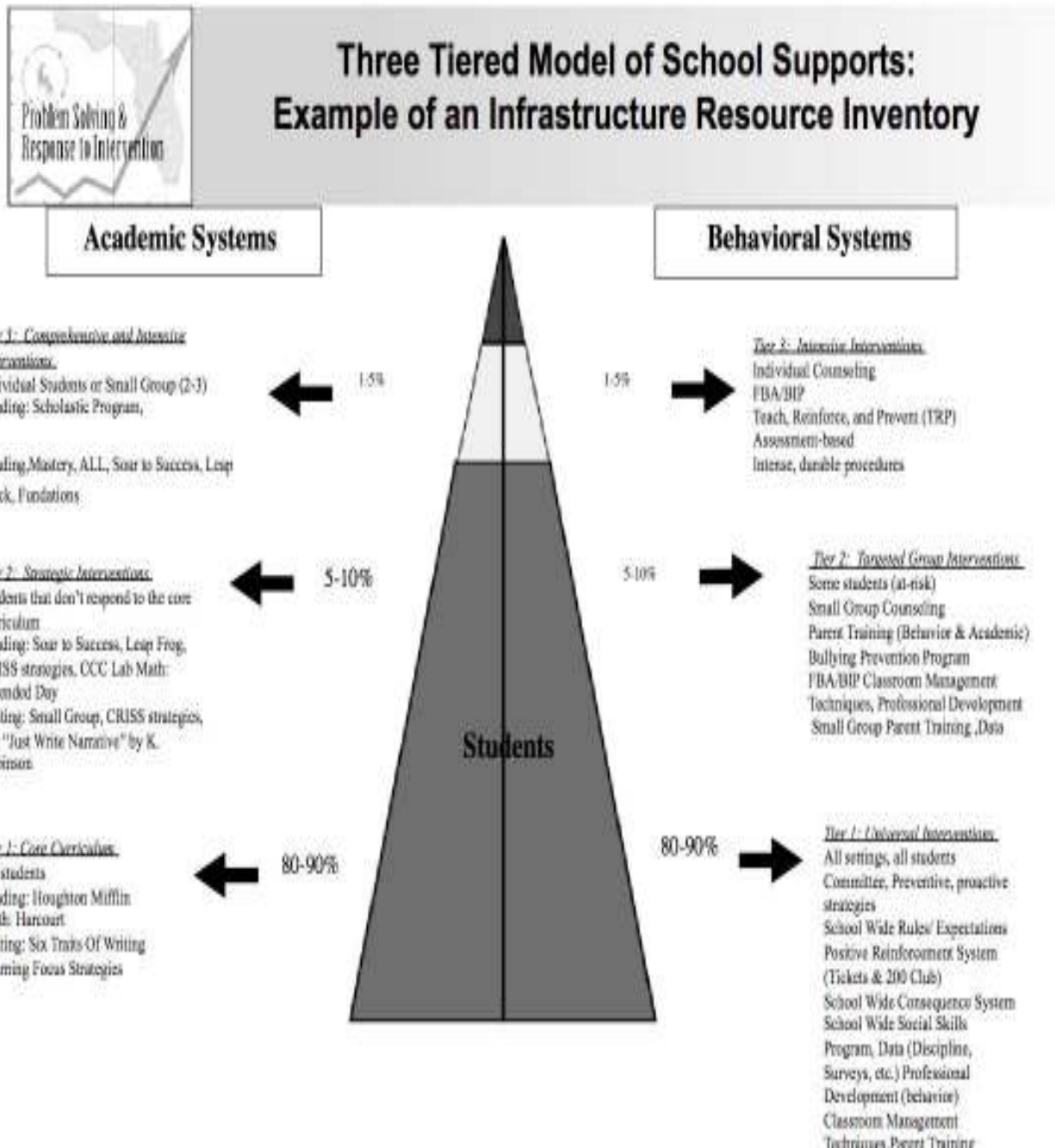
Classroom Teacher	Reading or Math Coach/Specialist	Speech-Language Pathologist
<ul style="list-style-type: none"> *Keep ongoing progress monitoring notes in an RtI folder (curriculum assessments, test scores, work samples, anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing *Attend RtI Team meetings to collaborate on & monitor students who are struggling *Implement interventions designed by RtI Team for students in Tier 2 & 3 *Deliver instructional interventions with fidelity 	<ul style="list-style-type: none"> *Attend RtI Team meetings *Train teachers in interventions, progress monitoring, differentiated instruction *Model interventions and differentiated instruction for teachers *Guide teachers in the collection and interpretation of data *Collect school-wide data for team to use in determining at-risk students 	<ul style="list-style-type: none"> *Attend RtI Team meetings for some Tier 2 & 3 students *Complete Communication Skills screening for students unsuccessful with Tier 2 Interventions. *Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact *Incorporate RtI data when guiding a possible Speech/Language referral & when making eligibility decisions.
Principal/Assistant Principal	Guidance counselor/Curriculum Specialist	School Psychologist
<ul style="list-style-type: none"> *Facilitate and support the implementation of RtI in your building *Provide, coordinate, and support valuable and continuous professional development *Assign paraprofessionals to support RtI implementation when possible *Attend RtI Team meetings to be active in the RtI change process *Conduct classroom Walk-Throughs to monitor fidelity 	<ul style="list-style-type: none"> *Often RtI Team facilitators *Schedule and attend RtI Team meetings *Maintain log of all students involved in the RtI process *Send parent invitations *complete necessary RtI forms *Conduct social-developmental history interviews when requested 	<ul style="list-style-type: none"> *Attend RtI Team meetings on some students in Tier 2 & on all students in Tier 3 *Monitor data collection process for fidelity *Review & interpret progress monitoring data *Collaborate with RtI Team on effective instruction & specific interventions *Incorporate RtI data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist	Specialist (Behavior, OT, PT, ASD)	ESOL/ELL Representative
<ul style="list-style-type: none"> *Consult with RtI Team regarding Tier 3 interventions *Incorporate RtI data when making eligibility decisions 	<ul style="list-style-type: none"> *Consult with RtI Team *Provide staff trainings 	<ul style="list-style-type: none"> *Attend all RtI Team meetings for identified ELL students, advising and completing LEP paperwork *conduct language screenings and assessments *Provide ELL interventions at all tiers
Parent/Guardian	Social Worker	
<ul style="list-style-type: none"> *Provide unique input about the student *Be an active partner in the team decision making process *Provide support/reinforcement at home if appropriate 	<ul style="list-style-type: none"> *Attend RtI Team meetings when requested *Conduct social-development history interviews and share with RtI Team 	

Behavior Problem-Solving Response to Intervention

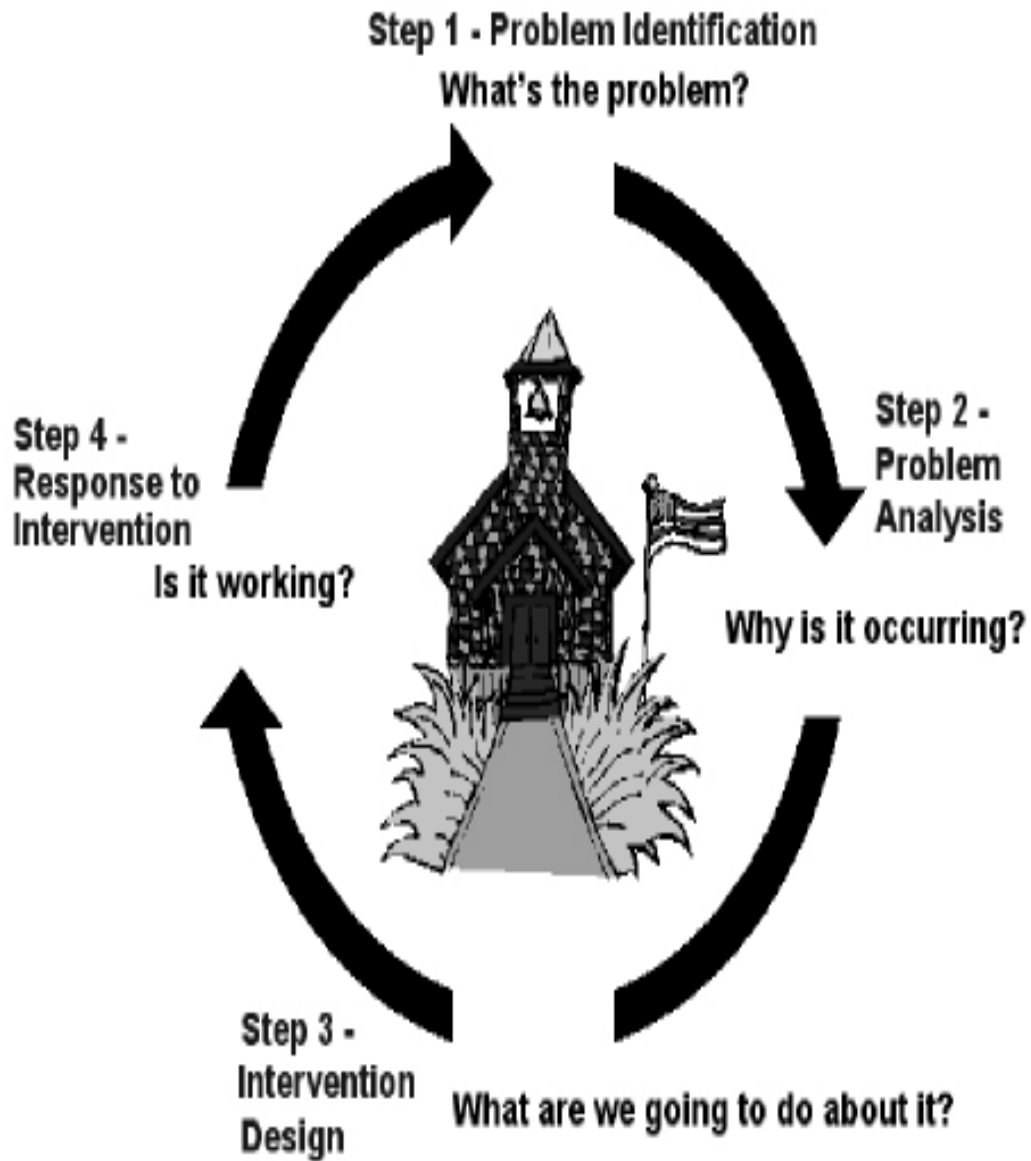
Tier 3:	Identification	Assessment	Intervention/Action Plan	Outcomes
Individual Student Plan / intensive interventions	<ul style="list-style-type: none"> **ODR's *Teacher rankings/ratings <ul style="list-style-type: none"> -Teacher requests for support *Number of teacher referrals to ESE *Data showing lack of responsiveness to targeted interventions over time 	<ul style="list-style-type: none"> *Behavior rating scales *Behavior observations w/ forms *FBA *Social history 	<ul style="list-style-type: none"> *Parent conference(s) *Rule out physical, socio-cultural, developmental and/or sensory issues as causal * Create BIP for (at least) two periods of intervention- must be of reasonable lengths of time for data collection and progress monitoring; use FBA results to generate BIP *Progress Monitor biweekly or more. 	<ul style="list-style-type: none"> **ODR's *Teacher rankings and ratings *Behavioral observations and docs. *Findings from social history. *Results from behavior rating scales *BIP progress monitoring data
Tier 2: Targeted group / strategic interventions	<ul style="list-style-type: none"> **ODR's Teacher requests for consult *Teacher rankings and ratings of targeted students *Walkthroughs/classroom observations -Teacher referrals to ESE 	<ul style="list-style-type: none"> **ODR's *Teacher ratings and rankings of behavior and academic areas 	<ul style="list-style-type: none"> Parent Conference(s) *Small-group mentoring or coaching -Token economy and/or other types of scheduled reward techniques *Academic support plan if necessary <ul style="list-style-type: none"> - Peer mentoring *Regular (preferably weekly) progress monitoring 	<ul style="list-style-type: none"> **ODR's *Teacher ratings and rankings *Behavior progress report -Classroom assessment tool
Tiers 1 and 2: Whole Classroom Strategies / Program	<ul style="list-style-type: none"> **ODR's (major and minor) Teacher requests for support *Teacher rankings and ratings over time *Walkthroughs/classroom observations -Teacher referrals to ESE 	<ul style="list-style-type: none"> **ODR's * Classroom ratings and rankings over time *Formal observations of classroom 	<ul style="list-style-type: none"> *Classroom-based core behavioral curriculum -Peer mentoring in cooperative learning groups *Re-teaching and reviewing of school-wide and/or classroom rules 	<ul style="list-style-type: none"> **ODR's *Informal classroom Walkthroughs *Formal classroom observations
Tier 1: Universal School-wide Program / core interventions	<ul style="list-style-type: none"> *School profile **ODR's (office discipline referral) *OSS (out of school suspensions) *ISS -Referral rates for ESE 	<ul style="list-style-type: none"> *School-wide action plan based on school profile. - Administer surveys to teachers if necessary 	<ul style="list-style-type: none"> *PBS or a similar alternative that provides consistency of cause-effect and behavioral expectations across all settings and grade levels from within the school. 	<ul style="list-style-type: none"> *Outcome Summary school-wide **ODR's, OSS, ISS, etc -Faculty surveys reviewed

Please note: Socially maladjusted students are not eligible for an E/BD classification on an IEP. Therefore, students who are oppositional, aggressive or have poorly developed social skills should only be referred to ESE for a potential behavioral diagnosis if there are also symptoms of mood, anxiety, phobia(s), and/or thought disorder.

Three Tiered Model of School Supports



Problem Solving Model



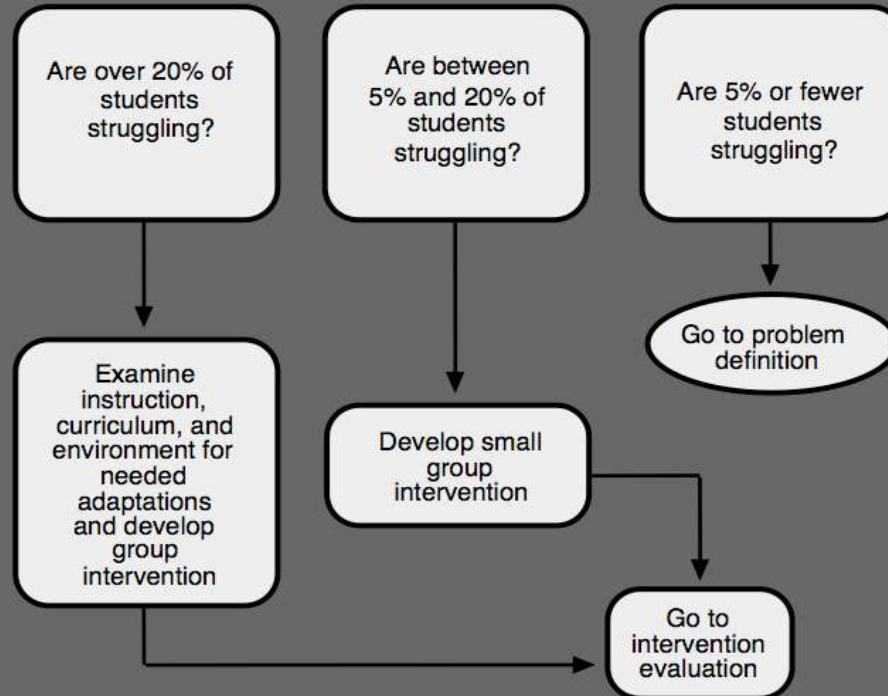
Decision Making Rubric



Step 1 - What's the Problem?

Decision Making Rubric for use with School-Wide Screening

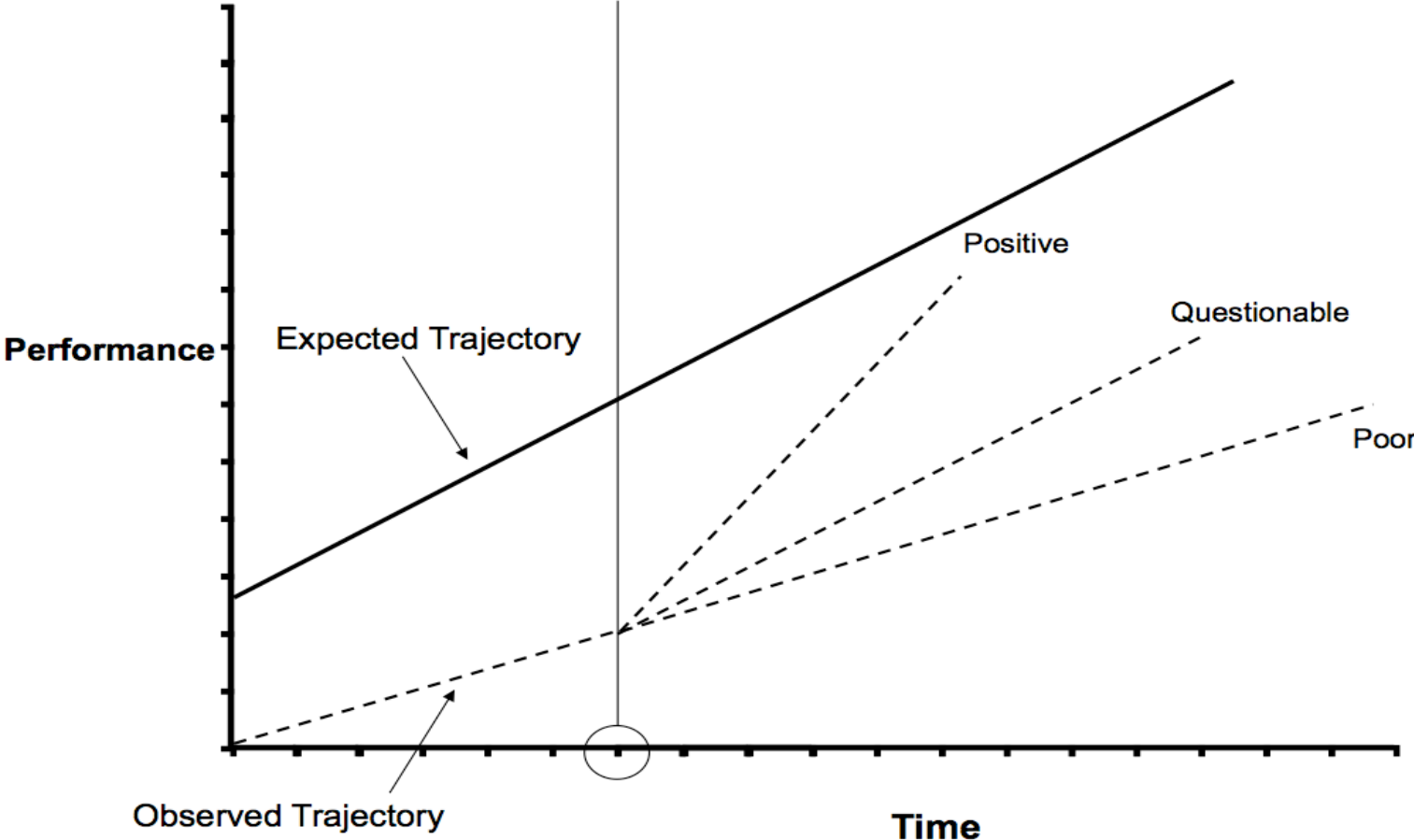
Is this an individual student problem or a larger systemic problem?



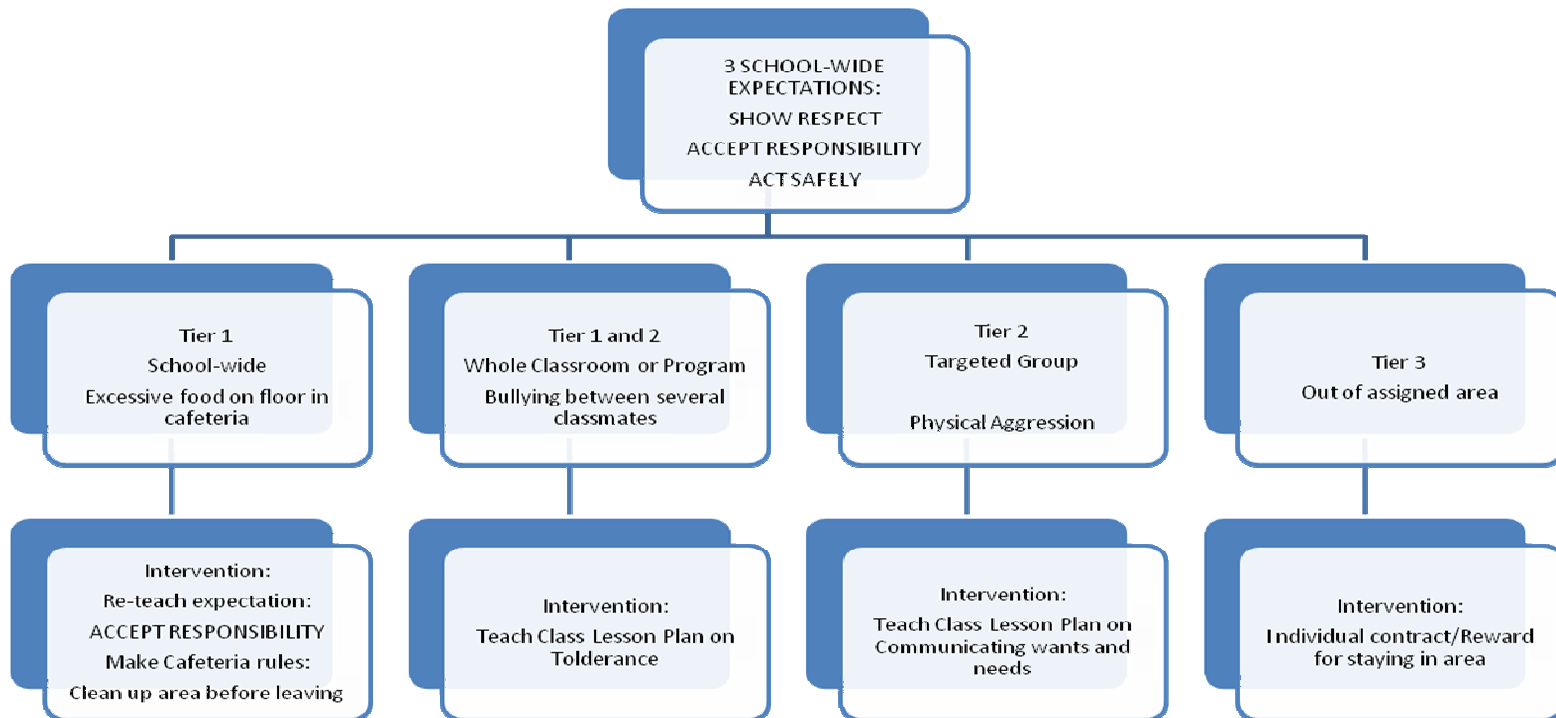
adapted from:
Heartland AEA 11,
Improving Children's
Educational Results

I

Response to Intervention



EXAMPLE BEHAVIORS AND INTERVENTIONS FOR EACH TIER



Intervention Documentation Worksheet by Week

Week of _____ Teacher _____

	Monday			Tuesday				Wednesday				Thursday				Friday					Total
Student	T	P	F	A	T	P	F	A	T	P	F	A	T	P	F	A	T	P	F	A	minutes
T= Time (# of minutes) P= Program (see right) F= Focus (see right) A= Assessment score (will not be done daily)				Focus: L= Language PA= Phonemic Awareness P= Phonics F= Fluency V= Vocabulary C= Comprehension MC= Math Computations MA= Math Application B= Behavior								Program: (Create your own key; for example, Tr= Triumphs _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____									

Intervention Documentation Worksheet by Student

Student _____ Teacher _____

Week #	Monday				Tuesday				Wednesday				Thursday				Friday				Total Minutes		
	T	P	F	A	T	P	F	A	T	P	F	A	T	P	F	A	T	P	F	A			

<p>T= Time (# of minutes) P= Program (see right) F= Focus (see right) A= Assessment score (will not be done daily)</p>	<p>Focus: L= Language PA= Phonemic Awareness P= Phonics F= Fluency V= Vocabulary C= Comprehension MC= Math Computations MA= Math Application B= Behavior</p>	<p>Program: (Create your own key; for example, Tr= Triumphs)</p> <p>_____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____</p>
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Communication Checklist Communication Skills -Teacher Tool

Name of Student:	ID#	Date of Birth:	Age:	Date Completed:
School:	Teacher:	Grade:	ESOL: Yes / No	Primary Language:

Please indicate if skills appear to be adequate/inadequate for age.

Oral Expression

Adequate *

Inadequate (Provide example below)

Can be understood when speaking	_____	_____
Makes sense in conversation	_____	_____
Uses age-appropriate vocabulary	_____	_____
Grammar and sentence structure are as mature as peers	_____	_____
Speaks in complete sentences most of the time	_____	_____
Relates events in proper sequence	_____	_____
Verbally interacts with peers in social situations	_____	_____
Responses to questions are appropriate	_____	_____
Shows no difficulty remembering words while speaking	_____	_____
Describes and provides information orally	_____	_____

Listening Comprehension

Attends to language-based activities	_____	_____
Follows oral directions	_____	_____
Understands what is said	_____	_____
Remembers spoken information	_____	_____
Discriminates between words and sounds that are similar	_____	_____
Usually does not need repetition to understand	_____	_____
Is able to tune out noise distractions	_____	_____

Articulation/Voice/Fluency of Speech

Speech is easily understood	_____	_____
Speech sound production is similar to that of peers	_____	_____
Speech sound errors do not affect reading and spelling	_____	_____
Speaks fluently without excessive repetition or pause	_____	_____
Speaks at appropriate rate	_____	_____
Voice quality/pitch appropriate for age and sex	_____	_____
Speaking volume is appropriate	_____	_____

* Describe and provide examples for items checked as inadequate: (Use back if more space is required.)

How do areas noted as inadequate affect the student in the classroom?

Intervention Strategies Documentation Form

Initial Meeting (Version 3)

Student Name: _____ Birth date: _____ Student #: _____

Referring Teacher: _____ Areas of Certification/Endorsement: _____

School: _____ Tier _____ Meeting Date _____

Team Members Present:

_____	_____
_____	_____
_____	_____
_____	_____

Review of Student History

1. Date of parent notification _____ If No, why not? _____
2. Has the student received ESE testing in the past? Yes No If so, when? _____
3. Has the student received ESOL services? Yes No If so, when? _____
4. Has the student been retained in the past? Yes No If so, when? _____
5. Has the student been absent/tardy 10 days or more? Yes No If yes, attach report.
6. Does the student have any health/medical concerns? Yes No Explain _____

Problem Solving

*****Attach data that may assist with the problem solving process.*****

1. What is the Problem? (learning or behavioral concern) _____

2. Analyze the problem. Why is the student not attaining benchmarks?

A. **Review, Interview, Observe, and/or Test** to obtain information (RIOT).

B. Consider the **Instruction, Curriculum, Environment** and the **Learner** (ICEL)

C. Write a Hypothesis Statement:

The problem is occurring because _____
_____. If _____
_____ would occur, then the problem would be reduced.

Design, Monitor and Evaluate Intervention Plan

Learning or Behavioral Goals and Concerns _____

Interventions Implemented	Intervention Frequency/Duration	Intervention Date	S/U*	Decision

* Satisfactory/Unsatisfactory

Who is responsible for implementation? _____

What data will be collected? _____

How often will data be collected? _____

What is the evidence that adequate progress is being made? _____

Intervention Fidelity observed by _____ Frequency _____

Next Meeting Scheduled _____

Intervention Strategies Documentation Form

Follow-Up Meeting (Version 3)

Student Name _____ Birth date _____ Student# _____

Referring Teacher _____ Areas of certification/endorsement _____

School _____ Tier _____ Meeting Date _____

Team Members Present:

_____	_____
_____	_____
_____	_____
_____	_____

***** Attach pertinent data that may assist with the problem solving process. *****

Review the data. Did the intervention produce a:

1. Positive Response?(gap is closing) _____

Continue with the current goal or continue and increase goal.

2. Questionable Response? (Gap widening slows, but still widens, or the gap stops with no closure.) _____

Review implementation integrity. Increase intensity of intervention and reassess.

Return to problem solving if necessary.

3. Poor Response? (gap continues to widen with no change in rate) _____

Review implementation integrity. Identify error in intervention design or problem analysis.

Return to problem solving model.

Problem Solving Model (if a problem still exists)

3. What is the Problem? (learning or behavioral concern) _____

4. Analyze the problem. Why is the student not attaining benchmarks?

A. **Review, Interview, Observe,** and/or **Test** to obtain information (RIOT).

B. Consider the **Instruction, Curriculum, Environment** and the **Learner** (ICEL)

C. Write a Hypothesis Statement:

The problem is occurring because _____

_____. If _____

_____ would occur, then the problem would be reduced.

Intervention Strategies Documentation Form Follow-Up Meeting p.2

Next Steps: _____

Interventions Implemented	Intervention Frequency/Duration	Intervention Date	S/U*	Decision

* Satisfactory/Unsatisfactory

Who is responsible for implementation? _____

What data will be collected? _____

How often will data be collected? _____

What is the evidence that adequate progress is being made? _____

Intervention Fidelity Observed by _____ Frequency _____

Recommendations/Other Information: _____

Next Meeting Scheduled _____

REQUEST FOR EVALUATION WORKSHEET
TO BE COMPLETED BY THE DISTRICT RtI TEAM

A. The following factors have been ruled out as possible causes of the student's failure to respond to interventions:

- Poor or inconsistent attendance
- Recent changes in the family system
- Lack of appropriate instruction (no preschool experience; minimal instruction in math; has not had certain reading components taught, etc.)
- Socio-cultural differences
- Recent illness or medical issues
- Hearing/vision concerns
- Limited English Proficiency (LEP)

B. The problem is chronic and historically evident for at least 6 months (with the exception of preschool students) OR the problem is "acute onset" (i.e. crisis) and requires immediate action.

Yes No

C. The student has undergone (at least) two rounds each of Tier 2 level and Tier 3 interventions with major concerns remaining.

Yes No

D. Parents have been conferring with the team (at least 2 conferences) and are aware of their child's current standing.

Yes No

E. Does RtI data support the conclusion that the student has failed to progress adequately with all available Tier 3 interventions (insufficient rate of learning OR progress that can only be sustained through ESE services)?

Yes No

ALL OF THE ABOVE MUST BE ANSWERED IN THE AFFIRMATIVE AND SUPPORTED BY **ATTACHED DATA** (INCLUDING GRAPHS DISPLAYING STUDENT PROGRESS, PEER PROGRESS, AND BENCHMARK) BEFORE BEING SUBMITTED TO PSYCHOLOGICAL SERVICES.

References

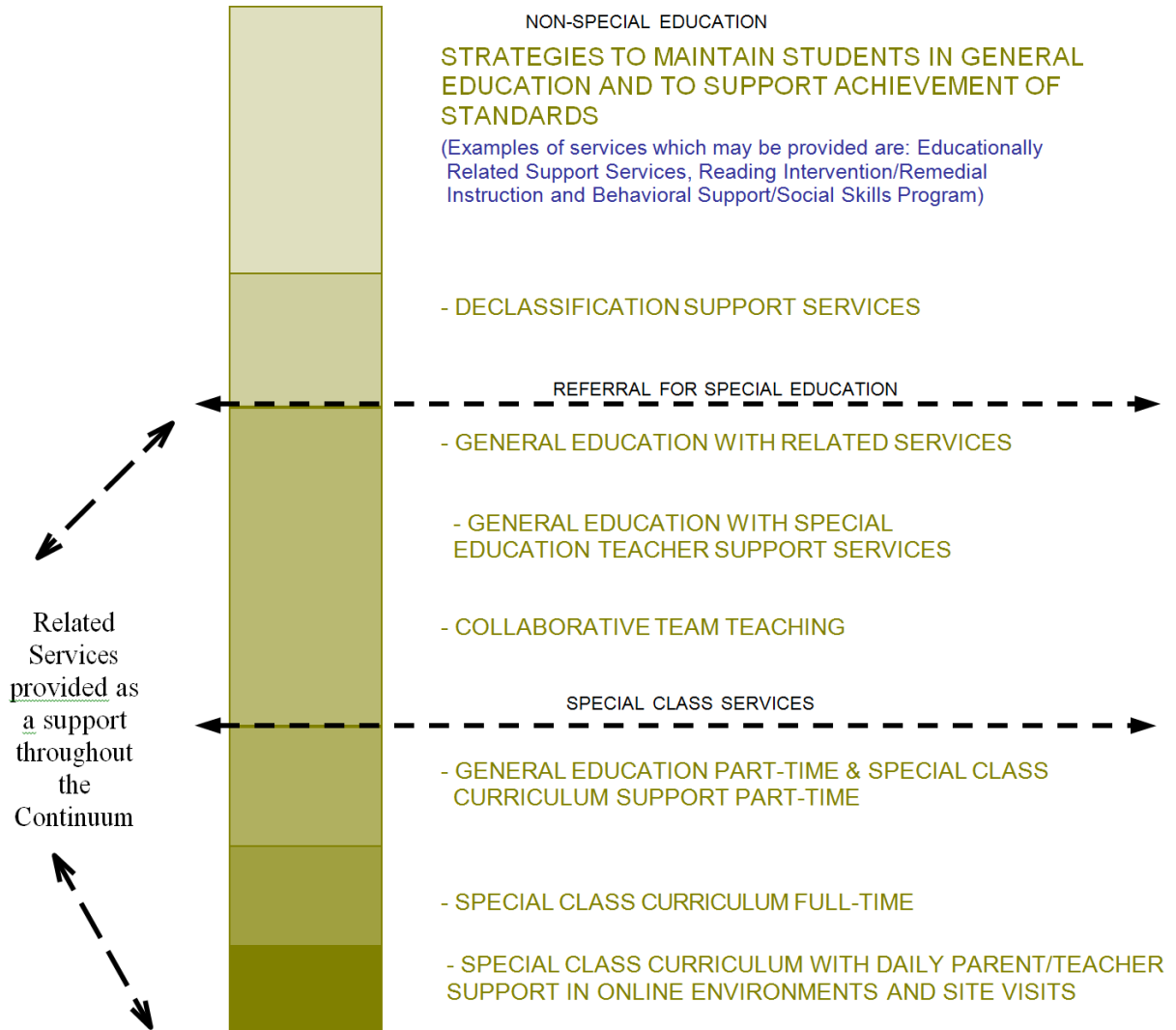
Florida Department of Education and the University of South Florida. (2009).

PS/RtI Training of Trainers Implementation Handbook.

School District of Lee County. (2008). Response to Intervention Manual,

Phase 1.

A.8.7 Special Education Continuum of Service Delivery Model



A.9.2

The policy of the charter school regarding the retention of the records of pupils.

As per NAC 386.360, a permanent record for each pupil enrolled in the charter school shall be maintained in a separate file and will include the following:

- The record of attendance for the pupil;
- The grades received by the pupil;
- The certificate of immunization of the pupil; and
- Any other records related directly to the academic progress of the pupil.

Records of pupils shall be maintained in safe custody, according to Nevada statutes on control of public records, and kept in a location that is safe and secure and reasonably protected from fire; misuse; and access by unauthorized persons. If a student graduates or withdraws from the charter school and the records are not requested by another school, the permanent record of the student shall be forwarded to the pupils district of residence.

In the event that Las Vegas Leadership Academy closes, a student graduates or ceases to attend, student records will be sent to the students district of residence.

As per NAC 387.165, the class record book is the original and official document or record that establishes proof of reported information for a pupil. The class record book must contain the following information for each pupil:

- Name of pupil
- The grade and any applicable special category to which the pupil is assigned
- The pupil's record of daily attendance
- The grade earned by the pupil for each period of grading and the final grade earned for the class.
- The dates of enrollment, re-enrollment and withdrawal of the pupil from the school or class, if applicable

The charter school shall enter all required student data elements in Power School as required by the State of Nevada. Records will be stored in a locked, fireproof cabinet in the administrative offices of Las Vegas leadership Academy for the required 6 yrs.

Curtis Cannon
Dick Tannery
Also admitted in TX

LAW OFFICES
Cannon & Tannery
A Professional Corporation
720 S. 4th St. Suite # 201
Las Vegas, Nevada 89101
Email: cwcannon@juno.com

TELEPHONE NO.:
(702)868-8442
FAX NO.:
(702) 868-8443

June 23rd, 2012

Nevada Department of Education
1749 Stewart Street, Suite 40
Carson City, Nevada 89706

Re: Las Vegas Preparatory Academy

To Whom It May Concern:

Please be advised that I was retained by Las Vegas Preparatory Academy to review the proposed bylaws to be submitted to the Nevada Department of Education in conjunction with their application to open a charter school in Nevada.

Upon my review, I have found that the bylaws for the Las Vegas Preparatory Academy are legally sufficient as to form and content, and in compliance with Nevada Statutes. Thank You for your consideration in this matter. Should you have any questions, please do not hesitate to contact my office at (702) 386-7002 ext. 116.

Sincerely,



Curtis Cannon Esq.

MLS: ms

BYLAWS
OF
NEVADA PREPARATORY ACADEMY

ARTICLE I
INTRODUCTION; LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is Nevada Preparatory Academy (hereinafter referred to as the “School”). The School is located at [location TBD].

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

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

ARTICLE II
PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose of Nevada Preparatory Academy (the School) is to provide education to children from grade Kindergarten to grade 8 (eight) and shall be operated exclusively for educational objectives and purposes. The purpose for which the School is operated is exclusively educational; it is to ensure that its students receive the best education possible and obtain the necessary skill, knowledge and confidence to succeed in their future by improving the opportunities for students to learn and encouraging the use of effective methods of teaching.

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.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of Five (5) Directors.

(a) The Board's membership shall adhere to the statutory requirements of NRS 386.549 and NAC 386.345. The Board's membership shall represent the diversity of the community of the school; shall be free from domination by members of the same religious, ethnic, or racial group; and shall not include Directors that are related to each other by birth or marriage.

(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.

(d) The Board Members shall serve no more than 2 (two) consecutive 2 year (two year) terms. 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. 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. Given that all members of the first Board will begin their terms at the same time (upon approval of a charter), and all terms will be for the same length of time, the terms will be staggered. In the first year of operation, 2 (two) members, chosen at random will serve a one year term. The 3 (three) Board Members remaining will serve 2 (two) year terms.

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

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

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in July of each year as the Board may determine. 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's Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the Board.

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. [Note: At a minimum, meetings are required at least quarterly pursuant to NRS, but may be more frequent]. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Each meeting will be audio recorded and Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School. Audio recordings of the meetings will be maintained by the Board and made available to the school's sponsor 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). 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.

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. If the vacancy in the Board results in membership that does not constitute the required membership outlined in NRS 386.549, other statute, or these Bylaws then the only action that may be taken by the Board is action to add members who will bring the governing body back into compliance with statute and these Bylaws. Directors elected to fill vacancies

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, Board Nominating Committee, and one or more other committees, each of which shall consist of at least one Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law. Primary responsibility for the identification of possible candidates to be selected to serve on the Governing Board is with the Board Nominating Committee. The Board Nominating Committee must include at least two (2) existing Directors and may only consist of existing Directors.

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

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

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

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

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

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

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

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

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

ARTICLE IV OFFICERS

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

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

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

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

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the

duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

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

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

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

ARTICLE V STAFF

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

ARTICLE VI PARENT ASSOCIATION

There shall be a Parent Association or Organization to facilitate parent involvement with the School. The Board will encourage all interested parents to attend and observe Board Meetings as they occur during the year.

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 Chair and Administrator are authorized and required to sign all checks over the amount of \$20,000.00.

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

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 as they see fit.

ARTICLE XII
PURPOSE OF THE BYLAWS

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

CERTIFICATION

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

DATED this ____ day of _____, 20__.

_____, Secretary

Guide to the Governing Board Bylaws

1. Contain no reference to incorporation of the charter school or the school's governing body (NAC 386.227);

Article I, Section 2 states the school's legal status.
The by-laws do not reference the school or its board incorporating.

2. Identify a specific number of governing body members, not a range of numbers; if they identify a range of numbers, the bylaws should specify that to identify the number of members of the first governing body, and to change the number of members thereafter, requires governing body action in an open meeting;

Article III, Section 3 states the number of members is 5.

3. Identify a specific number of "ex officio" governing body members, if any, and clarify whether those members will be able to vote or not;

The by-laws do not include provisions allowing for ex officio governing body members.

4. Address the types of governing body training that will be required of members;

Article III, Section 16

5. Address the types of expertise that will be provided by governing body members (legal, financial, real estate, fundraising, etc.);

Article III, Section 3(a) assures that members of the board will be in line with the requirements of NRS 386.549

6. Assure that Robert's Rules of Order will be followed when conducting meetings;

Article III, Section 17

7. Include a description of how the Committee to Form the School will transition into the school's governing body when a charter is granted; for example, who on the Committee, if anyone, will be on the school's first governing body? How will the first governing body be identified?;

Article III, Section 2

8. Identify staggered terms for members so that the entire membership does not turn over at the same time and explain how terms will be staggered for the members of the first governing body, all of whom will start their terms at the same time (upon approval of a NRS 386.527(7) or a NRS 386.527(5) charter);

Article III, Section 3(d)

9. State the term of office for each member and make clear that leadership and membership of the

governing body will change periodically, perhaps through term limits, so that the same persons will not serve indefinitely as either members or officers;

Article III, Section 3(d)

10. State the method of selecting, nominating and electing persons who will govern, including making clear that identification of new members is a responsibility primarily of existing members; it is improper for employees of the charter school, especially the administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body;

Article III, Section 9

11. Specify that only financial institutions in Nevada will be used by the school;

Article VII, Section 4

12. Specify that any amendment of the bylaws will need to be approved by the school's sponsor before it may take effect;

Article X

13. Clarify that 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. The only action that may be taken by a governing body lacking the required number or type of members is action to add members who will bring the governing body back into compliance with statute and its bylaws;

Article III, Section 8

14. Assure compliance with NAC 386.345 which restricts membership on the governing body;

Article III, Section 3(a)

15. Assure the membership of the governing body represents 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;

Article III, Section 3(a)

16. Assure that all governing body meetings will be audio recorded in compliance with Nevada's Open Meeting Law, and that the recordings will be available to the school's sponsor; and

Article III, Section 5

17. Include a mission statement that matches all other statements of the school's "mission" in the school's charter.

Article II, Section 1

Statement of Assurances
Revised March 25, 2009

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

NOTARIZED STATEMENT

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

Amber Vanicchio
Signature of Member of the Committee to
Form the School

AMBER VARRICCHIO
Name Printed

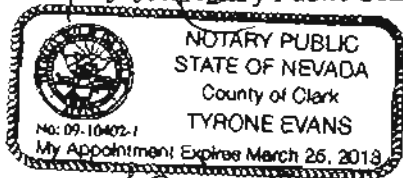
Sponsor
Title

8.29.12
Date

Subscribed and sworn to before me

This 29th day of August, 2012
date month year

T. Evans
(Notary Public Seal)



T. Evans

MAIL/DELIVER TO:

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

NO FAXED APPLICATIONS WILL BE ACCEPTED

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
County of Clark) ss.

COMES NOW Dawn Simon, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at (street, city, zip code) 224 Deer Crossing Way, Henderson, NV, 89012

2. I intend to serve on the governing body of Nevada Preparatory 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 27th day of August, 2012.

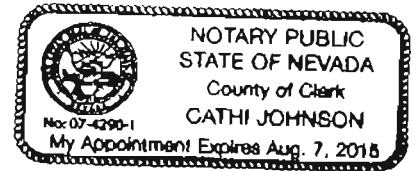
Signature: [Handwritten Signature]

SUBSCRIBED and sworn to before me by

Dawn Simon

this 28 day of August, 2012

Cathi Johnson, 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 Amber Varricchio, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at (street, city, zip code) 7152 Durango Street,
Las Vegas, Nevada 89120

2. I intend to serve on the governing body of Nevada Preparatory 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.

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DATED this 27th day of August, 2012.

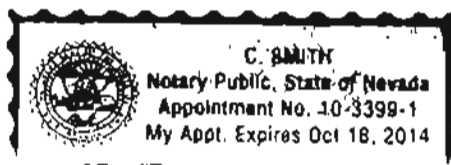
Signature: *Amber Varricchio*

State of Nevada, County of Clark
SUBSCRIBED and sworn to before me by

Amber Leanne Varricchio

this 27th day of August, 2012.

C. Smith, Notary Public



**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of _____)

COMES NOW Nushina Piazza, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at (street, city, zip code) 9430 SUPERNOVA CT.
Las Vegas, NV 89123.

2. I intend to serve on the governing body of Nevada Preparatory 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 29th day of August, 2012.

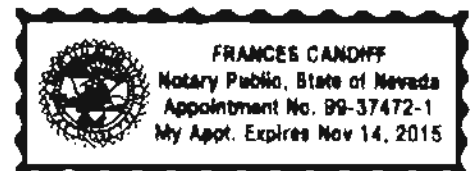
Signature: *Nushina Piazza*

SUBSCRIBED and sworn to before me by

Nushina Piazza

this 29th day of August, 2012.

Frances Candy, 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 Melanie Rodriguez, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at (street, city, zip code) 5851 Hazeltine Ave
Apt. 203, Sherman Oaks, Ca, 91401
2. I intend to serve on the governing body of Nevada Prep, 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:
 - (i) 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.

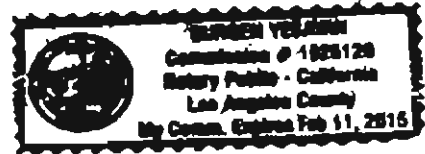
Signature: *[Handwritten Signature]*

SUBSCRIBED and sworn to before me by

Furgen Kesayen

this 27 day of August, 2012.

[Handwritten Signature], 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 Philip William Mascia, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at (street, city, zip code) 3370 ST. Rose Pkwy #1735
Henderson, NV 89052

2. I intend to serve on the governing body of Nevada Preparatory 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)

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(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."

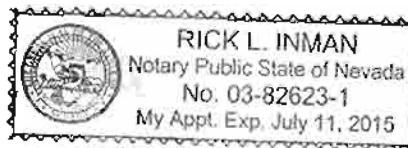
DATED this 28 day of August, 2012
Signature: Philip W. Mascia

SUBSCRIBED and sworn to before me by

PHILIP W. MASCIA

this 28 day of August, 2012

[Signature], Notary Public



8.2.2 Committee to Form

Amber Varricchio - Parent

7152 Durango Street, Las Vegas, NV 89120

themama70@aol.com 702-897-8824

Philip Mascia – Teacher

3370 St Rose Pkwy # 1735

Henderson, NV 89052

Dawn Simon - Parent

224 Deer Crossing Way, Henderson, NV 89012

702.813.3687 dawnsimon@cox.net

Nushina Piazza – Business Owner/ Book Keeping

9430 Supernova Ct

Las Vegas, NV 89123

Melanie Rodriguez - School Administrator License

5851 Hazelfire Ave, Apt 203

Sherman Oaks, CA, 91401

Amber Varricchio

7152 Durango Street
Las Vegas, NV 89120

897-8824
themama70@aol.com

I have over twenty years teaching experience and have also frequently volunteered with organizations focused on children's needs. I truly enjoy being involved in the field of education. I have worked with children of all ages and am passionate about teaching.

Professional Experience:

Foothills Montessori School 2005-2009
Primary Outdoor Classroom Teacher

Outdoor Classroom Teacher responsible for creating an environment rich in Montessori materials with a focus on hands-on, investigative, and collaborative activities. All duties carried out utilizing established and accepted Montessori methods.

Foothills Montessori School
Horticulture/Botany Specialist 2005-2008

Botany Specialist working with elementary age students in the study of our environment, botany, and animals. Emphasis on encouraging the students to build a love of nature.

Seton Academy 1986-1995
Preschool Teacher

Preschool Teacher responsible for maintaining an enriching classroom environment and developing each child's own sense of creativity and desire to learn.

Education:

BA Philosophy 1993
University Nevada Las Vegas

Volunteer Work:

Association of Childbirth Educators & Labor Assistants - Teacher 1995 - 1999
Mommy and Me East - Board Member 1995 - 1998
Sierra Vista Ranches Homeowners Association - President 2001 - Present
Coral Academy Las Vegas - PTO Board Member 2008 - 2010

Nushina Piazza

9430 Supernova, Las Vegas, NV 89123 702.595.9014 (cell) piazza7@gmail.com

Objective Seeking position on Nevada Preparatory Academy Committee To Form

Professional Achievements 2008-2009 Board Member, VP Fundraising, Coral Academy of Science Las Vegas Parent Teacher Organization (PTO)

- Established a Parent Teacher Organization and wrote bylaws (with the help of other Board members) for organization.
- Implemented fundraising programs which raised over \$16,000.00 in donations for the school organization.

Skills

- Knowledge of Robert's Rules
- Word proficient
- No problem asking people to donate their time and/or resources.
- Knowledge of various Board positions
- Ability to work at Board and Committee level
- Knowledge of several accounting software programs

Work History

Bookkeeper/Office Manager	DR Gridworks, 1979 Whitney Mesa, Henderson, NV 89014	6/2006 to 12/2010
Corporate Bookkeeper	Gotham Produce 1320 S. Casino Center Blvd. Las Vegas, NV 89104	01/2011 to Present

References References provided upon request

Dawn Gardner Simon

224 Deer Crossing Way, Henderson, NV 89012 702.813.3687 dawnslimon@cox.net

Objective Seeking position on Nevada Preparatory Academy Committee To Form

Professional Achievements **2008-2009 Board Member, President, Coral Academy of Science Las Vegas Parent Teacher Organization (PTO)**

- Established a Parent Teacher Organization and wrote bylaws (with the help of other Board members) for organization.
- Established VP Parent/Staff Relations board position.
- Effectively managed communication between Board, Administration, and parent membership.
- Conducted monthly general membership meetings inclusive of agenda
- Attended Executive School Board meetings and represented the interests of Coral students and parents.
- Created forms that are in use by the CASLVPTO today including Parent Interest Volunteer Form, PTO Membership Form, Parent/Student Directory, PTO vs. PTA informational handout, bylaws, Standing Rules, PTO Funds Request Form, etc. These forms remain my personal property.

2007-2008 Board Member, Secretary, Coral Academy of Science Las Vegas Parent Teacher Club (PTC)

- Attended monthly Board meetings and authored minutes.
- Reported at General Membership meetings and authored minutes.
- Submitted meeting minutes for the previous month for acceptance and approval to Board and General Membership.

2007-2009 Board Member, VP Philanthropy National Charity League, Green Valley Chapter

- Reported to the Board at monthly meetings regarding the status of approximately 20 non profit philanthropies that our organization volunteered on behalf of and donated items to.
- Conducted bi-annual trainings for Philanthropy Chairpersons and developed all of the training notebook materials that are currently in use for this training.
- Conducted bi-annual leadership trainings for teen membership of this service philanthropy. Developed all of the training notebook materials that are currently in use for this training.
- Conducted intake interviews of prospective members and made recommendations to Membership Committee.

2006-2007 8th Grade Level Advisor, National Charity League, Green Valley Chapter

- This was a one year leadership course for teen girls in the 8th grade. I developed and presented materials that taught how to include others in peer interaction, telephone etiquette, effective study skills and how to set up a high school binder, interviewing skills, public speaking, Robert's Rules and how to conduct a formal meeting. In addition, I accompanied these teens as they volunteered an average of 75 onsite philanthropy hours each.

**2005-2006 Board Member, Historian, John C. Vanderburg
Elementary School PTA**

- Attended monthly Board meetings.
- Reported at General Membership meetings.
- Assembled PTA scrapbook which included pictures that I had taken during the school year and presented to General Membership.

**2001-2004 Chairperson, PTA Reflections John C. Vanderburg
Elementary School**

- Reflections is the Fine Arts competition that is conducted nationally by PTA. I coordinated the program for JCVES for grades K-5. This included information packet assembly, intake and cataloging of works submitted, securing judges and a judging facility, procurement of awards, planning and execution of awards ceremony, and return of student original works.
- Reported at General Membership meetings.

**1999 Contact Person for State approval for addition of
Kindergarten at Yeladim Preschool, Midbar Kodesh Temple,
Green Valley Ranch**

- Assembled and submitted letter of intent and application to State for approval of Kindergarten.
- Acted as liaison between State and Temple not for profit.
- Reported to State and Yeladim director Karen Marano regarding progress. Kindergarten was approved summer of 1999 and opened in September 1999.

Skills

- Knowledge of Robert's Rules
- Word proficient
- Respect for work deadlines
- No problem asking people to donate their time and/or resources.
- Knowledge of various Board positions
- Adept at public speaking
- Ability to work at Board and Committee level
- Passed FBI criminal background check

Work History

Library Assistant	CCSD Doris French Elementary School, Las Vegas	8/2007 to present
SPTA (Specialized Programs Teaching Asst.)	CCSD John C. Vanderburg Elementary School, Henderson	12/2006 to 6/2007
Licensed Substitute Teacher	CCSD	11/2004 to 12/2006

Education

Dental Hygiene degree	University of Texas Health Science Center at San Antonio	June 1981
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References

References are available on request.

Philip Mascia

3370 St. Rose Parkway #1735 Henderson, NV 89052

02.326.1013

pwmascia@interact.ccsd.net

Education and Certifications

Master of Education Degree

Special Education

University of Nevada Las Vegas, NV 2002

Bachelor of Art in Criminal Justice

University of Nevada Las Vegas, NV 1999

Teaching Certifications – Grades K-12; Nevada

Highly Qualified Special Education Resource Room

Employment

Special Education Teacher December, 2001 - Present

Coronado High School

Henderson, NV

Resource: U.S. History, Government, Math, English, Study Skills

General Education: Math, English, US History, World History, Government, English

Club Advisor August 2008-Present

Coronado High School

Henderson, NV

Italian-American Club

REALTOR June 2003 – Present

CENTURY 21 MoneyWorld

Las Vegas, NV

Full-time sales person

Baseball Coach Fall 2001

Coronado High School

Henderson, NV

Assistant JV Baseball Coach

Committee Member December 2001-Present

Coronado High School

Henderson, NV

Served on the Disciplinary committee, Technology Committee, Safety Committee

SIP Team Committee Chairman November 2002-February 2003

Coronado High School

Henderson, NV

Served as a chairman of the School Improvement Team. This committee was created in the schools first year in existence to write the school goals, objectives and mission statement.

Alternative Instructional Arrangements Program August 2008-June 2009

CCSD

Las Vegas, NV

Served as a Alternate AIA instructor to Resource students

Professional Profile

- Master in Special Education Degree and Bachelor of Arts
- Strong oral and written communication skills
- Excellent computer skills

Technology Software Skills

□ **Software:** Microsoft Windows, Microsoft Office Suite, Outlook, as well as other educational software programs.

Experienced Special Education Educator

Taught high school classes in United States History, Government, English, Math and Study Skills in general education CC classes and as well as in the resource room.

Provided AIA for various schools in the district as well, as my home location, during the 2007-2008 school year.

Assisted students with disabilities additional tutoring in order for them to be successful in passing all portions of the NHSPE.

References Available Upon Request

Welcome to California

California Teacher
Credential Look-up and
Renewal

California Commission on Teacher Credentialing



Search for Credential
for a Public School
Teacher

Search for a
Teacher's Application
Status and
Credentials Held

Renew Credentials

Direct Application
(Non-
Recommendation
Only)

Track Payment
(Renewal Only)

Track Payment
(Recommendation
Only)

Start the IHE Login
Page

Start the Student
Applicant Login

Frequently Asked
Questions

Glossary of Credential
Terms

California Commission
on Teacher
Credentialing Web Site

Governor's Home Page

Contact the
Commission on
Teacher Credentialing

California Commission on Teacher Credentialing

The application status and credential information was last updated on 10/09/2011. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential	
Name: RODRIGUEZ, MELANIE GLORIA	
Document Title	Certificate of Eligibility for the Administrative Services Credential
Document Number	101196407
Authorization Code(s)	R54C The holder of this Certificate of Eligibility has completed the college or university program and all other requirements for the preliminary Administrative Services Credential and is authorized to seek employment in an administrative position. The preliminary credential will be issued if the holder maintains his or her valid prerequisite credential and submits (1) verification of employment in an administrative position on a form provided by the Commission, and (2) an application form and appropriate fee to the Commission on Teacher Credentialing. The fee for the preliminary credential has been established at one-half of the application fee in effect at the time the application is submitted.
Issuance Date	06/22/2010

Melanie Rodriguez
(818) 486-4309 DelNorte10@hotmail.com

Objective: Administrative

EDUCATION

Cal State Northridge

Administrative credential, Masters in Administration, Multiple Subject Clear Credential from Cal State Northridge Bachelor Degree Liberal Studies Cal State Northridge, Single Subject minor, CLAD certified.

Santa Barbara City College

Associate Degree in Early Childhood Education, Concentration Bilingual Education, Child Development Teacher Permit, plus administrative units.

EXPERIENCE

Summer 2011

.1 on 1 academic tutoring, Curriculum Specialist. Designed project based curriculum for Study Island program. Included English as a second language, special ed, advanced learners, hook, and extension activities based on state standards. Program designed as an intervention tool.

08/20/07-Current LAUSD

.08/31-09 Current Markham Middle School, Part of Leadership Team as Instructional Specialist, Teacher Sixth and Seventh Worked with at risk, inner city students, and proven raised test scores. Lead professional development for CST, Managed grade 6 intervention, and scores went from basic to proficient. Demonstrated model lessons, designed English power standards for pacing plan. Created station activities, and trained others on how to operate stations. Zar of Discipline for grade 6 SLC. Member of school wide discipline committee, attended intervention seminars wrote grants for schools library, and Science, taught Grade 7 English, part of leadership team for school wide planning.

.08/20/07 06/26/09 Heritage College Ready Academy, Assistant Principal, and Chassee grades 9-12 Substitute administrator, evening administrator, grade level chair, served on board, trained new staff during professional development and in classrooms. Lead professional development for fire and earthquake drills, designed and implemented after school Cahsee tutoring program, Student Success Team, Safety Manager, full inclusion classrooms. Wrote grants requesting community involvement with dance show, and Junior Youth Achievement Park field trip. Sa SAT prep, home visits, Geometry Prep, Cahsee Prep, English, Creative Writing grades 9, 10.

Director Destination Science Summer Camp

Managed budget, attendance, hire and fire of camp counselors, community outreach, curriculum mapping, ordered supplies, oversaw science enrichment program which included dissecting sharks, robotics, physics, and space race.

8/29/04-6/29/07 Conejo Jewish Day School Kindergarten, Second and Third grade Teacher

Managed Read across America program. Occasionally filled in for front desk manager, complied with rigorous standards based lesson plans, and rubrics, hands on projects for English Open Court, Math with manipulatives, Science including class trip to collect tadpoles, and watching butterflies cocoon, Social Studies states song, and continents, report cards with goals, homework, sent out parent newsletters every Friday, attended barbeques, birthdays, and fundraiser functions, staff trainings such as obtaining to all modalities, field trips, science fair, open house, take it to your seat projects, and art lessons.

3/01/04-7/3/04 Great Beginnings, Assistant Director, Kindergarten teacher

Implemented Kindergarten program to attend to the needs of the school, to ensure that all students learned to the best of their capabilities, managerial tasks included, arranging special events, supervising staff, kept tight networking with parents, and community, and promoted younger students to above average grade levels.

10/11-02-8/11/04 Director Sunny Side Pre-school

Responsible for providing all the care and attention for children of 2 to 10 ages, responsible for mapping curriculum, Created illness plan, conducted safety check, fire drills, supervised food safety, handled budgeting and enrollment, trained staff, parent collaboration, hiring and firing of staff, responsible for summer programs such as trips to the park tea time with mommy, created website, and fundraising.

Quasi Admin, Lead teacher 2/16/98-10/11/02 Community Action Commission Lead Teacher ages 3-

5

Supervised co-workers in classroom of 24 students, wrote lesson plans, led educational small and large group activities, and conducted entrance and exit exams.

Other worked as English Lead for the summer at Hart District, tutored grades K-12 LAUSD, 17 years classroom experience, four years administrative experience.

Amber Varricchio, Committee to Form Nevada Preparatory Academy

Question answers:

Background:

- 1) Yes, I will be at least 18 by January 1st.
- 2) An individual (teacher) who knew of the project but who acted in the capacity of "friend of the Committee". The person who approached me about the Committee does not now and has never held a position on the Committee to Form Nevada Preparatory Academy.
- 3) The ability to have choice and voice in the school that your child attends is of utmost importance to me. Charter schools can bridge the gap between emerging educational trends and traditional educational methods.
- 4) Yes, I previously served as President in Coral Academy of Science PTO and President of my homeowner's association. As Vice President of CASLVPTO I worked with the Board to write and adopt organization bylaws. As President of my homeowner's association I have been involved in all facets of Boardwork including: budgeting, payroll, hiring, real estate rules and regulations knowledge, homeowner property compliance issues, and the legal processes involved with this type of organization. I have extensive knowledge of navigating legal issues that relate to home ownership within a master planned community. I also have extensive knowledge of liability law relating to common areas and real owned property. I am very familiar with Robert's Rules of Order.
- 5) The appropriate role of the Charter school Board Member is to understand and help to put in action the Mission of the school. Before a school opens, the steering committee should determine how the initial board will be selected, how subsequent members will be added (by appointment or election), the length of term, required training, expectations for conduct, conflict of interest guidelines, individual roles and responsibilities, emergency protocols, procedures for meetings, workshops, and committees, and board evaluation. Founding board members should also establish policies for handling conflict and working with board members who are no longer productive or are struggling to keep their commitment.
- 6) The relevant knowledge and experience that I bring to the Board is outlined clearly in item #4.
- 7) At the end of the first year I envision the school as a very small, community of educators, students, staff, and parents. At the end of year four, I envision a school that has matured and enjoys a positive reputation in the city and state communities. I believe that enrollment will be at or near capacity.

Educational Philosophy:

- 8) The Charter school mission insures explicit learning outcomes and the learning processes are made transparent to the students. Students are supported in their efforts for mastery of skills on their journey to become independent, autonomous learners. Learning experiences are differentiated to accommodate the range of abilities and learning styles in the group.

Amber Varricchio, continued

Collaboration on the part of all teachers is high, and there is a commitment to an interdisciplinary approach to teaching.

- 9) Yes. I would describe it as a school offering a blended learning model.
- 10) I believe the characteristics of a successful school are those that seek to guarantee a vibrant educational experience to each student regardless of ability level. I addressed the items in detail in question #5.

Conflict of Interest Disclosure:

- 11) Yes, I do know board member Ms. Dawn Simon. We served together on a PTO Board a few years ago.
- 12) No
- 13) No
- 14) No
- 15) No
- 16) No
- 17) No
- 18) The purpose of educational funding is to provide education and materials to the students. At no time would I have any qualms about reporting and/or discussing anything that might seem confusing or financially inappropriate.

Dawn Simon, Committee To Form Nevada Preparatory Academy

Question answers:

Background:

- 1) Yes, I will be at least 18 by January 1st.
- 2) An individual who was present for the initial planning of the Charter but who is no longer living in Nevada.
- 3) I believe strongly in the charter school movement and think that Nevada students deserve options not currently available to them through traditional brick and mortar and online schools.
- 4) Yes, I have previously served the capacity of President of Coral Academy of Science PTO, Vice President of Philanthropy for National Charity League (Green Valley Chapter), and Board member of Vanderburg ES PTA . As President of CASLVPTO I worked with the Board to write and adopt organization bylaws. I also conducted interviews to appoint interested persons to open positions. As Vice President of Philanthropy I conducted extensive interviews of prospective members, made recommendations to membership committee based on interviews conducted. Reviewed member application status, kept and maintained the philanthropy hour records of approximately 200 members. Notified members of any deficiencies in hours and worked with members to bring them back into compliance. As a member of the Vanderburg ES PTA, I gained a working knowledge of Robert's Rules of Order. Additionally, I am the CCSD Equity and Diversity liaison for Doris French E.S. As such, I bring the perspective of necessity (on the Committee To Form and later on the Charter Board) for diversity in background and viewpoint.
- 5) The appropriate role of the Charter school Board Member is to understand and uphold the Vision and Mission of the school. Additionally, the Board members all need to be working in tandem for the good of the Charter School and not advancing any personal bias or agenda.
- 6) The relevant knowledge and experience that I bring to the Board is that my husband and I have owned our own small business for 25 years. During all of those years I have been the head of employee and human relations. I have remained up to date on Nevada work and employee law.
- 7) At the end of the first year I envision the school as a very small, tightly knit community of educators, students, staff, and parents (and/or guardians). At the end of year four. I envision a school that has seasoned and matured, operating at enrollment capacity.

Educational Philosophy:

- 8) The Charter school mission is dedicated to making sure that students are seen as competent and are listened to by the adults around them. Students are encouraged to be curious, be inquisitive, ask questions, explore and interact with their academic environment physically, socially and intellectually. This to me is the essence of what we will work to achieve as we help to shape leaders for tomorrow.
- 9) Yes. I would describe it as a school offering a blended learning model.

Dawn Simon, Continued

- 10) I believe the characteristics of a successful school are the determination of each adult individual teacher/guide to bring to the student a rich, varied educational experience. We will need to critically assess the skills that the Committee to Form possesses and bridge any gaps that we find. Our most important work during that time will be in identifying and offering employment to an exemplary school administrator who can deal effectively with the Board.

Conflict of Interest Disclosure:

- 11) Yes, I do know board member Ms. Amber Varricchio. We served together on a PTO Board a few years ago. We did not know each other prior to that.
- 12) No
- 13) No
- 14) No
- 15) No
- 16) No
- 17) No
- 18) The purpose of educational funding is to enrich the educational experience of the students attending the school, not to make any entity or individual affiliated with the school better off monetarily. I would consider it my duty to the school, students, and to the Board to report any concerns I might have about financial improprieties.

Phil Mascia, Licensed Teacher, Committee to Form Nevada Preparatory Academy

Question answers:

Background:

- 1) I will be at least 18 by January 1st.
- 2) Thru fellow teachers in the district.
- 3) I believe in the charter school and advancing educational opportunities for students throughout the district and state.
- 4) No, I have not previously served.
- 5) I believe that each member of the board has to believe in the charter school's vision and direction it would like to take education. I also feel each board member needs to be experienced and educated in best serving the needs of the students.
- 6) I have 12 years of teaching experience in dealing with students of all capabilities. My teaching license is in special education, however I teach in regular classes under a CC model. Each year I work with students on all levels, and in the summer I teach ESY with low functioning special needs students.
- 7) At the end of the first year I envision the school as a very small, tightly knit community of educators, students, staff, and parents (and/or guardians). At the end of year four. I envision a school that has seasoned and matured, operating at enrollment capacity.

Educational Philosophy:

- 8) The long term vision of the school is to become one of the highest-performing charter schools in the Nevada educational landscape, producing students and graduates who are college-bound and successful at competitive universities across the nation, and who will go on to become motivated, effective, and principled leaders and citizens.
- 9) Yes. I would describe it as a blend of more traditional forms of learning and a type of online learning that addresses the total student.
- 10) I believe the characteristics of a successful school are determined by how successful the school is in educating students on all levels. We will need to critically assess the skills that the Committee to Form possesses and bridge any gaps that we find. Our most important work during that time will be in identifying and offering employment to an exemplary school administrator who can deal effectively with the Board.

Conflict of Interest Disclosure:

- 11) No, I do not know any board members.
- 12) No
- 13) No
- 14) No
- 15) No
- 16) No

Phil Mascia, cont'

17) No

18) The purpose of educational funding is to educate, not to enrich individual self-interest. Thus, I would feel the need to report anything I felt was unfair or self-dealing.

Nushina Piazza, Bookkeeper, Committee to Form Nevada Preparatory Academy

Question answers:

Background:

- 1) I will be at least 18 by January 1st.
- 2) By way of Dawn Simon, a member of the Committee to Form Nevada Preparatory Academy who let me know that a prior member who held the financial position on the Committee had a conflict and could no longer commit the time to the project that he once had.
- 3) Charter School education is an important, viable, first choice for many parents. I am happy to be working on a project which will help bring a Charter school of excellence to the Las Vegas valley.
- 4) No, I have not previously served.
- 5) A public Charter school Board member is entrusted with bringing the school to life. It is not to be taken lightly. As a Board member you are establishing the rules for running the school and taking on the responsibility for all staff that is hired.
- 6) I have 12 years of bookkeeping experience. I have handled corporate financials and those for small businesses and individuals. I have working knowledge of different accounting software programs.
- 7) At the end of the first year the school will naturally be small but successful. Satisfied parents and creatively challenged students will be speaking positively to friends and community members about this new school. At the end of year four, I can see us as a school with a waiting list and students who are receiving academic accolades.

Educational Philosophy:

- 8) The long term mission or philosophy of the school is to become one of the highest-performing charter schools in the Nevada educational landscape, producing students and graduates who are college-bound and successful at competitive universities across the nation, and who will go on to become motivated, effective, and principled leaders and citizens.
- 9) Yes. It is to create an environment where students are supported in their efforts for mastery of skills on their journey to become independent, autonomous learners. Learning experiences are differentiated to accommodate the range of abilities and learning styles in the group and collaboration on the part of all teachers is high, with a commitment to an interdisciplinary approach to teaching.
- 10) I believe the characteristics of a successful school are outlined in question #9. The specific items that will need to be addressed are: the Committee to Form should determine how the initial board will be selected, how subsequent members will be added (by appointment or election), the length of term, required training, expectations for conduct, conflict of interest guidelines, individual roles and responsibilities, emergency protocols, procedures for meetings, workshops, and committees, and board evaluation. Founding board members should also establish policies for handling conflict and working with board members who are no longer productive or are struggling to keep their commitment.

Nushina Piazza, continued

Conflict of Interest Disclosure:

- 11) Yes I do know Mrs. Simon and Mrs. Varricchio. We served on a Board together for a PTO.
- 12) No
- 13) No
- 14) No
- 15) No
- 16) No
- 17) No
- 18) The purpose of educational funding is to provide educational materials, staff, and opportunities. Anything that does not contribute to a rich educational environment would be something that I would question and raise for discussion with the Board.

B.3.1.2

EMO information

- a. K12, Inc
 - b. Jessica Venezia, National Account Manager
 - c. 760-224-0758
2300 Corporate Park Drive
Herndon, VA 20171
 - d. Nevada Virtual Academy
Pershing County School District
 - e. K12, Inc operates and/or provides curriculum to over 100 schools and districts across the country. K12, Inc operates Nevada's largest Charter School, Nevada Virtual Academy. K12 is regarded as the most successful virtual curriculum provider.
-
- a. Elevate Education
 - b. John Kaczynski
 - c. 989-714-3801
624 Main Street
Lansing, MI 48906
 - d. no Nevada affiliations
 - e. The founders of Elevate Education have assisted in the successful start or operation of over 50 charter schools since 2001 in California, Texas, Michigan, and other states. It's Board includes members who sit on charter authorizing bodies and have been involved in regulatory planning for state charter programs. They have experience in the operation of blended learning and virtual programs such as ours and we feel confident in their ability to help us in the first years of our start.

B.3.1.3

Nevada Preparatory Academy and its Board will enter into contracts with EMOs when it is determined advantageous to facilitate its educational and institutional objectives. Because the Board is ultimately responsible for the performance of the school, the Board will create an EMO Affairs Committee to monitor and oversee the work done and performance of the EMO in fulfilling its contractual obligations with the school.

The School will enter into contracts with EMOs that have terms that allow for good oversight and strong controls over the EMO, and allow for the school to terminate such agreements for good cause and/or after reasonable periods of time.

Attached are proposed draft contracts with K12, Inc and Elevate Education, Inc.

OPERATING AGREEMENT

This Operating Agreement ("Agreement") is made effective as of the _____ day of February, 200__, between Elevate Education, Inc ("Elevate"), a Delaware corporation, by and through its Board of Directors, located at 624 Main St, Lansing, MI 48906, and the Nevada Preparatory Academy. ("School"), by and through its Board of Directors, located at_.

RECITALS

The School is organized under Nevada Law and its corresponding administrative regulations ("Code"). Ultimate authority over the School is vested in its Board of Directors (the "Board"). The School has been granted a Charter Contract ("Charter") by the Nevada State Public Charter School Authority, with the School as the sponsoring entity.

Elevate is organized to support educational institutions, and to operate charter schools, including without limitation provision and administration of school personnel, business administration, implementation of curricula and programs, contract administration and selection and oversight of technology, in accordance with the Charter. Elevate and the School desire to enter into this Agreement, whereby Elevate will work with the school to assist in the operations of the School, the charter granted to the School by the SPCSA and sound school and business principles and management methodologies. In order to facilitate continuation of the School and to implement the educational program at the School, the parties desire to establish this arrangement for the operation of the School.

THEREFORE, it is mutually agreed as follows:

ARTICLE I TERM

This Agreement shall become effective _____, and shall terminate June 30th, 2014. subject to the termination provisions herein.

ARTICLE II CONTRACTING RELATIONSHIP

- A. Agreement. The School hereby contracts with Elevate and Elevate agrees to perform the operating services set forth herein in accordance with the terms of this Agreement, the Charter, and with all applicable federal and state laws.
- B. Relationship and Status of the Parties. Elevate is a for-profit corporation organized under the laws of Delaware, and is not a division or a part of the School. The School is not a division or a part of Elevate. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and not an employer-employee. The relationship between Elevate and the School is based solely on the terms of this Agreement, and the terms of any other written agreements that may now or hereafter be executed by and between Elevate and the School.

C. Designation of Agents. The Board designates the employees of Elevate as agents of the School having a legitimate educational interest solely for the purpose of entitling such persons to have access to education records under 20 U.S.C. §1232g of the Family Educational Rights and Privacy Act ("FERPA").

ARTICLE III FUNCTIONS OF ELEVATE

A. Responsibility. Elevate shall be responsible and accountable to the School for the operation of the School. At least one representative of Elevate will meet with the School, and its Board of Directors at its regularly scheduled Board meetings to account to the School for Elevate's administration of the following:

- Personnel
- Program of Instruction
- Purchasing
- Strategic Planning
- Public Relations
- Financial Planning
- Recruiting
- Compliance Issues
- Budgets
- Contracts
- Equipment and Facilities
- Such other reasonable responsibilities as Elevate or the School's Board of Directors may reasonably deem necessary to carry out the obligations under the Charter

B. Educational Program. The educational program shall be selected by **the Board** and the program of instruction shall be implemented by Elevate in close connection with the Board and in concert with the Charter. Elevate, by and through the School Director or Principal, shall supervise the teaching staff and the day-to-day implementation of the educational program. Elevate shall assist the Board in the following areas:

- Educational Staff Recruitment;
- Educational Staff Professional Development;
- Management of day-to-day activities of Educational Staff;
- Evaluation of Educational Staff Performance;
- Oversight of course and curriculum design;
- Development, maintenance and administration of all State mandated and other testing;
- Parent education as deemed necessary; and
- Such other responsibilities as Elevate or the School's Board of Directors may reasonably deem necessary to carry out the obligations under the Charter.

C. Strategic Planning. Elevate shall continually assess the status of, formulate and, as necessary, propose revisions to the strategic plans for the continuing educational and financial needs of the School.

D. Public Relations. In consultation with the Board, Elevate's school site personnel shall administer the public relations strategy for the development of beneficial and harmonious relationships with parents, the community, and the State of Texas Nevada.

E. Grants and Fund Raising. Either the School or Elevate, or both, shall locate grants and potential sources for donations and may hire consultants or other entities to assist with making application for and obtaining the same. Grants and/or private donations may be solicited or applied for by either party, either on behalf of the School or Elevate as mutually agreed to by the parties. All donations or grants received by and for the School shall be exclusively used for the School.

F. School Administration. Elevate and the School's chief executive officer shall be jointly responsible for the following administrative functions:

1. Finance

- Payroll
- Revenue and cash management
- Selection and administration of benefit packages for Elevate personnel assigned to the School site
- Management and monitoring of invoices
- Coordination of monthly budgets and financial reports to the Board of the School
- Coordination of yearly audits
- Management of banking relationships
- Preparation of budget and revisiosn thereto for Board approval
- Financial planning
- Management of reporting to Board

2. Compliance

- Student enrollment and re-enrollment reports
- Annual and other required reports to the State of Nevada
- Recommend policies for the Board and the School

3. Management of Equipment/Furniture/Property

- Selection and procurement of phone system, furniture, office machines, computers and other equipment
- Negotiation and arrangement of leases or purchase agreements

- Inventory of equipment
- Tracking and handling of surplus property
- Building Code compliance
- Repair and maintenance of personal property

4. Governance Related

- Conduct parent or teacher surveys
- Preparation of Annual Reports
- Implementation of Board and School Policies
- Negotiations of leases and contracts

5. Technology

- Operation of the network infrastructure (including wireless services, Internet, CIPA software requirements)
- Web site development and maintenance
- Development and maintenance of Technology Plan
- Purchasing and maintenance of computer workstations
- Telephones
- Wireless Services
- Copy and fax machines

6. Facilities

- Building Code compliance
- Health & Safety Compliance
- Asset Management

7. Other

- Administration of instructional and non-instructional Elevate personnel assigned to the School site
- Professional development
- Management and negotiation of all contracts and purchased services including, but not limited to legal services
- Such other responsibilities as Elevate or the Board of the School may reasonably deem necessary to carry out the obligations under the Charter

G. Delegation or Subcontracts. Elevate may delegate its responsibilities to employees of Elevate or of the School. Elevate shall have the right to subcontract with third parties to provide any or all of the services it agrees to provide the School under this Agreement including but not limited to, payroll, fiscal services and/or any technology related services.

H. Place of Performance. Except for the daily instruction of the School's students, Elevate may perform its functions under this Agreement at any location within or without the State of Nevada, unless prohibited by state or local law. The School shall provide sufficient space at its premises to enable Elevate to carry out its duties and obligations that arise under this Agreement.

I. Student Recruitment. Elevate and the School shall be jointly responsible for the recruitment of students in compliance with the School's general recruitment and admission policies.

J. Legal Requirements. Elevate, in cooperation with the School, shall assist the School in meeting federal, state and local laws and regulations, and the requirements imposed by the Charter, provided, however, that nothing in this Agreement shall be construed to require Elevate to provide legal counsel to the Board of the School.

K. Rules and Procedures. Elevate shall recommend the adoption of and changes in policies, rules, regulations and procedures applicable to the School and shall manage, through its staff, the enforcement of such policies, rules, regulations and procedures adopted by the School or required by the Charter.

L. Record Keeping. Elevate shall maintain all records related to the operation of the School separately from any other records of Elevate. The original records, whether paper, electronic, or other form, must be maintained on the physical premises of the School, but duplicate records may be maintained in other places as determined appropriate by Elevate. The Board has the superior right of immediate access to, control over, and possession of School records.

ARTICLE IV PERSONNEL AND TRAINING

A. Personnel Responsibility. The Board has final authority to determine staffing levels, select, hire and, if necessary terminate, all teaching, administrative or other staff, and evaluate, assign, discipline and transfer personnel consistent with state and federal law and with Board policy.

B. School Director or Principal. Elevate shall make a recommendation to the Board concerning selection of the School's chief executive officer and the terms of his or her employment. Elevate shall not employ, direct, evaluate, renew, non-renew, terminate or set compensation for this employee, but shall work closely with the person to ensure the successful education of the students of the School. As the Board permits, Elevate may delegate any of its obligations under this Agreement to such employee.

C. Teachers. Elevate shall determine the number of teachers required and the applicable grade levels and subjects required for the operation of the School as set forth in this Agreement and the Charter and make its recommendation to the Board. During the school year, Elevate shall evaluate the School's need for teachers, and make appropriate adjustments in teacher staffing and assignments with Board approval.

D. Support Staff. Elevate shall determine the number and functions of support staff required for the operation of the School for each school year and make its recommendation to the Board. During the school year, Elevate shall evaluate the School's staffing requirements and make appropriate adjustments to its staffing assignments and numbers with Board approval.

ARTICLE V OBLIGATIONS OF THE SCHOOL

The Board of the School shall exercise good faith in considering and adopting the recommendations of Elevate including, but not limited to, recommendations concerning policies, rules, regulations, procedures, curriculum, budgets, expenditures, fund raising, public relations, and school entrepreneurial affairs. The Board shall cooperate with Elevate in all of Elevate's obligations hereunder. The Board authorizes Elevate to make the required contributions to the appropriate retirement plan(s) for its employees, from the Fee as defined below.

ARTICLE VI FINANCIAL ARRANGEMENTS

A. Payment. The School shall pay or cause to be paid to Elevate:

1. \$10,000.00 Account Setup Fee
2. \$3,000.00 Monthly ongoing Fee

B. Other Expenses to be Covered by School. The School shall be responsible for payment of the following costs and expenses incurred under this Agreement:

1. All wages, compensation and expenses of Elevate or the School including but not limited to those for the administrators, clerical staff, teachers and janitorial services employed by Elevate and authorized by the Board. For purposes of this Agreement, the compensation of Elevate's employees shall include salary, fringe benefits, and city, state and federal tax withholdings to the extent required by law, and all other legitimate and reasonable related expenses;
2. Workers' compensation, Directors and Officers coverage for the Directors and Officers of Elevate and other insurance including, but not limited to, any necessary comprehensive or premises liability insurance;
3. All direct costs to accomplish the obligations of Elevate pursuant to Article III above;
4. Attorney fees necessitated by the obligations of Elevate pursuant to the Agreement;
5. All other costs allocated to Elevate in this Agreement;

6. Elevate office expenses and supplies;
7. Leases for the School offices or facilities, and equipment; and
8. Travel, lodging and other expenses incurred pursuant to services rendered by Elevate.

C. Other Schools. The School acknowledges that Elevate may enter into similar management agreements with other charter schools throughout the country. Elevate shall maintain separate and appropriate books and records for the receipts and expenses of the School and the other schools that Elevate manages, if any, and shall allocate to the School only those expenses incurred on its behalf.

D. Financial Reporting of Elevate. Elevate shall provide the School's Board with:

1. Statements of all revenues received with respect to the School, and statements of all direct expenditures for services rendered to or on behalf of the School.
2. Statements of Budget to Actual for all school expenditures.
3. Consultation to respond to all annual audits in compliance with state law and regulations.
4. Reports on School operations and finances on at least a quarterly basis.
5. Other information ~~reasonably~~ requested by the Board relating to the performance of the School.
6. Direct access to inspect, examine, audit and otherwise review the books, records, accounts, ledgers and other financial documents maintained by Elevate for the School.

F. Financial Reporting of the School. The Board shall provide Elevate with statements of all funds received by the School from grants applied for by the Board, donations or endowments and statements of all expenditures and investments made with such funds, as well as with the Board Reserve funds.

ARTICLE VII

TERMINATION OF AGREEMENT WITH CAUSE

A. Termination by Elevate. Elevate may terminate this Agreement with cause, prior to the end of the term specified in Article I, in the event the School fails to remedy a material breach of this Agreement within ninety (90) days after written notice from Elevate. A material breach may include, but is not limited to, failure to make payments

to Elevate as required by this Agreement, failure of the State of Texas to adequately fund the operations of the School, or the School's failure to adhere to the personnel, curriculum, program or similar reasonable and material recommendations of Elevate.

B. Termination by the School. The School may terminate this Agreement after prior written notice to

Elevate, upon the occurrence of either of the following:

1. Upon forty-five (45) days prior written notice, in the event that Elevate shall be found guilty of a felony or fraud, gross negligence, or commits an act of willful or gross misconduct in the rendering of services under this Agreement; or

2. In the event that Elevate fails to remedy a material breach of its duties or obligations under this Agreement within ninety (90) days after written notice of the breach is provided by the School.

C. Change in Law. If any federal, state or local law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiation of the Agreement and if the parties are unable or unwilling to renegotiate the terms within ninety (90) days after the notice, the party requesting the renegotiation may terminate this Agreement upon thirty (30) days further written notice.

D. Transfer of Operations Upon Termination. In the event this Agreement is terminated for any reason, the parties agree as follows:

1. To avoid disruptions to the educational program and other operations of the School, absent extraordinary circumstances, including without limitation the fraudulent misrepresentation or willful misconduct of either party, the termination will not become effective until the end of the academic year during which the notice of termination is delivered.

2. Upon such termination, Elevate shall have the option to reclaim any usable property or equipment (e.g., copy machines, personal computers) provided or installed by Elevate from its Fee, and not paid for by the School through its Board Reserve, Grant Moneys, monies originating from the State of Nevada, or to reclaim the depreciated cost of such equipment, or in the event the equipment is leased through a third-party lessor, to require that the Board remit to Elevate such amounts as may remain outstanding under any such equipment lease, including without limitation such amounts as may be required in order to exercise any option to purchase such equipment under the terms of the lease and complete transfer of title to the School. Provided, however, all assets, to the extent fully paid for by the School through its Board Reserve, Grant Monies, or monies originating from the State of Nevada, shall remain the property of the School.

3. Upon such termination, each party shall, within fifteen (15) days of the effective date of such termination return, or at the request of the other party destroy, all curriculums, educational materials, and other intellectual property belonging to such other party.

4. Elevate will, at no cost to Elevate, provide the School with reasonable assistance for up to ninety (90) days to assist in the transition to another administrative or structural arrangement; provided, however, that Elevate shall not be required to provide any assistance to a management company or other service provider.

ARTICLE VIII PROPRIETARY INFORMATION

To the extent that materials, documents or ideas were, or are, owned, designed, developed, formulated, written by or created by Elevate, including without limitation any and all Elevate personnel assigned to the School, the School agrees that Elevate shall own all copyright, trademark, licensure, royalty or other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials provided by Elevate, its employees, members, Board of Directors, officers or contractors. The School shall have the right to use such materials during the term of this Agreement. To the extent materials, documents or ideas were formulated by, written by or created by the School (but not by an Elevate employee assigned to work at the School, unless otherwise specifically agreed to by Elevate in writing), the School shall have the sole and exclusive right to license such materials for use by other schools, districts, public schools, customers or other persons or entities or to modify and/or sell materials. The School shall treat any proprietary information owned, designed, developed, written or created by Elevate as though it were a trade secret or protected by copyright, and shall refrain from disclosing, publishing, copying, transmitting, modifying, altering or utilizing such proprietary information during the term of this Agreement or at any time after its expiration other than to the extent necessary for implementation of this Agreement and shall take such other actions as Elevate may reasonably request in writing to protect the same. The School shall take all necessary reasonable action to ensure that no employee or agent of the School discloses, publishes, copies, transmits, modifies, alters or utilizes the propriety information of Elevate in any manner other than permitted by this Article VIII.

ARTICLE IX INDEMNIFICATION

The School covenants and agrees that it will indemnify and hold Elevate, and its officers, Board of Directors, members, agents, and employees harmless from any claims, losses, damages, costs, charges, expenses, liens, settlements or judgments, including interest thereon, whether to any person, including employees of Elevate, or property or both, by reason of any negligent act or omission on the part of the School arising directly out of or in connection with the School's performance under this Agreement, to which Elevate or any of its officers, Board of Directors, members, agents or employees may be subject,

including but not limited to those related in any way to the School's failure to follow the recommendations of Elevate. The School shall not be liable to indemnify Elevate or any of its officers, Board of Directors, members, agents or employees for damages directly caused by or resulting from the sole negligence of Elevate or any of its Board of Directors, officers, members, agents or employees.

Elevate covenants and agrees that it will indemnify and hold the School and its officers, Board of Directors, agents and employees harmless from any claim, loss, damage, cost, charge, expense, lien, settlement or judgment, including interest thereon, whether to any person, including employees of the School, or property or both, by reason of any negligent act or omission on the part of Elevate, arising directly out of or in connection with Elevate's performance under this Agreement, to which the School or any of its officers, Board of Directors, agents or employees may be subject. An insurance policy may be purchased for this indemnification and accounted for within the School budget. Elevate shall not be liable to indemnify the School or any of its officers, Board of Directors, agents or employees for damages directly caused by or resulting from the sole negligence of the School or any of its officers, Board of Directors, agents or employees.

ARTICLE X WARRANTIES AND REPRESENTATIONS

The School and Elevate each represent that it has the authority under law to execute, deliver and perform this Agreement, to incur the obligations provided for under this Agreement, that its actions have been duly and validly authorized, and that it will take all steps reasonably required to implement this Agreement. The School and Elevate mutually warrant to the other that, to its knowledge, there are no pending actions, claims, suits or proceedings, threatened or reasonably anticipated against or affecting it, which, if adversely determined, would have a material adverse affect on its ability to perform its obligations under this Agreement and upon execution by the parties, this Agreement will be a binding contract which shall be fully enforceable against the parties under the laws of the State of Nevada

ARTICLE XI ALTERNATIVE DISPUTE RESOLUTION PROCEDURE

Any and all disputes between the parties concerning any alleged breach of this Agreement, or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement, shall be submitted to mediation. Unless the parties agree upon a single mediator, the panel shall consist of three persons, including one person who is selected by the School, one selected by Elevate and one selected by the two mediators selected by the School and Elevate. The mediation shall be conducted in accordance with the rules of any local mediation or arbitration association mutually agreed to by the parties, with such variations as the parties and the mediator unanimously accept. All mediators' fees shall be split equally between the School and Elevate.

ARTICLE XII MISCELLANEOUS

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the School and Elevate.

B. Force Majeure. Neither party shall be liable 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, riot, fire, explosion, war, or act of God, sabotage, accident, or any other major casualty or similar cause beyond either party's control, and which cannot be overcome by reasonable diligence and/or without unusual expense.

C. Notices. All notices, demands, requirements and consents under this Agreement shall be in writing, shall be delivered to each party and shall be effective when received by the parties. Notice may be sent or delivered:

If to Elevate:

Elevate Education, Inc.
Attn: John Kaczynski
624 Main Street
Lansing, MI 48906
Phone: 989/714-3801

If to the School:

TBD

D. Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. By agreement of the parties, such invalidated covenant, phrase or clause shall be replaced or, absent such agreement, the remaining provisions shall be construed so as to effect the parties' original intent to the fullest extent possible.

E. Successors and Assign. This Agreement shall be binding upon, and inure to the benefit of the parties and their respective successors and assigns.

F. Entire Agreement. This Agreement is the entire agreement between the parties relating to the services provided and the compensation for such services.

G. Non-waiver. A party's failure to exercise any right, power or privilege under this Agreement shall not affect or limit such right, power or privilege, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.

H. Assignment. This Agreement shall not be assigned by either party without the prior written consent of the other party; provided, Elevate may without the consent of the Board: (i) delegate the performance for such duties and obligations of Elevate as specifically set forth herein; (ii) assign this Agreement to an entity wholly owned or controlled by Elevate; and/or (iii) assign this Agreement to Elevate Education Non- Profit, Inc. or an entity wholly owned or controlled by Elevate Education Non-Profit, Inc..

I. Survival of Termination. All representations, warranties and indemnities made herein shall survive termination of this Agreement.

J. Governing Law. This Agreement shall be governed by and enforced in accordance with the laws of the State of Nevada.

Elevate Education, Inc.

Nevada Preparatory Academy

By: _____

By: _____

It's: _____

It's: _____

Date: _____

Date: _____

ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER

Online Educational Products and Services Agreement Terms (the "Terms") that is published at http://www.k12.com/educators/sy2011_contract on the date that this Order bears the signatures of both Customer and K12. All capitalized terms that are not defined in this Order will have the meanings assigned to those terms in the Terms.

I am authorized by Customer to enter into this Order for the products, services and licenses indicated herein, at the prices set forth below and pursuant to the Terms.

Accepted by Customer:

_____ (signature) _____ (date)

_____ (print name) _____ (title)

Accepted by K12:

_____ (signature) _____ (date)

_____ (print name) _____ (title)

1. Period.

July 1st, 2013 - June 30th, 2014.

2. Territory

3. Description of Educational Products. Customer will be provided the Educational Products specified in this Order.

K12 Full-time Enrollment Program for Students Taking 4 to 6 courses (Grades K to 12).

The full-time K12 program consists of three components: courses, materials and educational tools and services.

Courses:

An enrollment portal into which Customer will enroll its students in the Territory into available K12 courses including Language Arts/English, Math, Science, History, Art, Music, available World Languages and, for grades 9 to 12, electives. Each full-time student concurrently enrolls in four to six courses. Customer is responsible for determining the proper placement of students in appropriate courses. Within two (2) weeks following K12's receipt of a completed account set-up form from Customer, K12 will provide access for Customer to enroll its students.

A Learning Management System (LMS) or "K12 Hosting Services" for the delivery of K12 courses and access to a synchronous collaboration tool and system generated reports on academic performance, attendance and progress.

Materials:

Instructional text or e-books, supplies and teaching tools (collectively, "Materials") for K-8 students. Materials for Customer's teachers and High School students are ordered separately. K12 will reclaim durable Materials by informing Customer and/or its students which Materials need to be returned and providing pre-paid return shipping labels. K12 Materials are intended solely for the use of the teachers and the students enrolled in K12 courses to whom K12 provides the Materials. Customer shall not transfer or resell the Materials to any other person. If a replacement component is required or a durable Material is not returned, the Customer will be invoiced for the component or Materials (plus shipping, if applicable). Customer will provide K12 with reasonable assistance in obtaining durable Materials from students and their parents.

Educational Tools and Services:

Program launch and operational support, an online parent/mentor information session, learning management and technical support on K12 products and services. Supervision and implementation of year-end system rollovers.

Supplemental tests and study assistance, diagnostic tests, K12's Strategies for Success, access to an online community, an orientation course package, a teacher hotline and support website, access to a counseling system for high school students, a school messenger telephony service with automated alerts and a tool to assist identification of plagiarism.

4. Description of Services. Customer will be provided the following Services under this Order:

Instructional Services: Customer will be provided qualified teachers, licensed as required by applicable state law, for instruction to enrolled students for selected courses.

K12 Professional Development:

New Teacher Induction: Choice of two online courses (one for teachers of grades K to 8, the other for teachers of grades 9 to 12). Each course is approximately 40 to 50 hours in length with additional sessions held throughout the year. Designed to

equip new teachers with the skills they need to begin teaching in the K¹² model. (Required if Customer is using its own teachers).

- In-Person Teacher Training:* Same as above, delivered in person
- Ongoing National Professional Development:* Provides 6 online sessions on topics such as changes and updates to the K¹² systems, individualizing instruction, and communication strategies. Training may be synchronous or asynchronous. Topics will vary from year to year.

Program Training and Administrator Professional Development: Training for Customer's school staff on managing a full-time online program and/or to troubleshoot school management issues and challenges with respect to the online program. The K¹² client services team will provide the following:

- Seven (7) days of on-site guidance during the school year, including: on boarding, check-in visits, floating days upon reasonable request and planning for the next year.
- Ongoing phone and web-based training for emergencies and launch support
- A single point of contact for Customer

By selecting Program Training and Administrator Professional Development, Customer agrees:

- To provide K¹² with the subject matter points of contact as specified in Exhibit A.
- To provide K¹² with AP score, graduation rates, college acceptance information and drop out rates for the online program.
- To coordinate with K¹² on implementing quality assurance measures for Customer's online program

Student Recruitment, Registration and Enrollment: Customer will be provided a fully-hosted "mini" web site of up to 12 pages for the school's program. The "mini" site is created from templates from K¹² with editable fields whose content is customized by the Customer with the Customer's logo embedded. Customer is provided event consultation via phone, a branded lead capture form, an enrollment forecast, the creation of all-type logo for schools that do not have an existing logo and recognition on the "Participating Schools" page on K¹².com as a partner program utilizing the K¹² curriculum. K¹² provides its collateral package start-up kit with school-branded materials including a K-8 brochure, high school brochure, event flyer, event poster and standard K¹² collateral including catalogs, flipbooks and lead cards. Printing and delivery to the customer is based on K¹² approved enrollment forecast. Branded collateral will be customized with school logo, address, phone, and URL. Utilizing K¹² lead database, Customer is provided lead generation and communication services along with an assigned marketing manager to work with regional account managers on behalf of the customer. Customer is provided student registration, enrollment processing and placement of all interested students, along with electronic records storage and re-registration calls. This service is only available to K¹² Full-Time Enrollment Programs.

5. Description of Other Related Products

RESERVED

6. **Fees.** For the Services and/or Products provided under this Order, Customer shall pay to K12 and/or its Affiliates the following Fees:

K12 Full-time Enrollment Program for Students Taking 4 to 6 courses.

Costs set forth below for each Student are “not-to-exceed” figures. The components of the program will be billed separately to allow for materials returns, prorating fees for student withdrawal and for student consumption of fewer than 6 full year or 12 semester courses. The roll-up of the component level billing will “not exceed” the student level fees listed below.

K12 will invoice Customer for the components of the program as follows: K12 will invoice Customer as follows: (a) courses and educational tools and services will be billed equally over ten months; (b) materials will be invoiced upon shipment

Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdraws occurring after 30 days. Fees will not be charged for a student for any month following notice to K12 of the student’s withdrawal from the course. No other refunds, credits or cancellations are allowed.

For K-8 Program, including recruiting and materials, does not include instruction from K12 teachers

\$2,900.00 per Student taking 6 concurrent courses

\$2,560.00 per Student taking 5 concurrent courses

\$2,220.00 per Student taking 4 concurrent courses

For the High School Program, including recruiting, does not include instruction from K12 teachers, or materials

\$2,540.00 per Student taking 6 concurrent courses

\$2,200.00 per Student taking 5 concurrent courses

\$1,860.00 per Student taking 4 concurrent courses

K12 K-8 Materials Fees for Teachers

\$400.00 per Teacher per grade

K12 High School Materials Fees for Students and Teachers

Billed at upon shipment Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdraws occurring after 30 days.

Advanced Placement course materials (required for certain courses)

- \$120.00 per Student per course
- English course materials (required for certain courses)
\$80.00 per Student per course
- Lab Science kits (optional)
\$210.00 per Student per course
- Technology software (optional)
\$120.00 per Student per course
- Graphing calculators (optional)
\$120.00 per Student per course
- Physical textbooks (optional as online book is included in course fee)
\$80.00 per Student per course

K12 Instruction:

Billed in equal parts over five or ten months as applicable for the particular course. Fees will not be charged for a student for any month following notice to K12 of the student's withdrawal from the course. No other refunds, credits or cancellations are allowed.

\$250.00 per Student for each K-8 course per full-year
 \$125.00 per Student for each K-8 MARK¹² Reading course per semester
 \$200.00 per Student for each 9-12 course per semester

Professional Development

K12 Teacher Training

New Teacher Induction (online)

Billed at setup. No refunds, credits or cancellations are allowed.
 \$550.00 per teacher for 1 teachers

In-Person Teacher Training

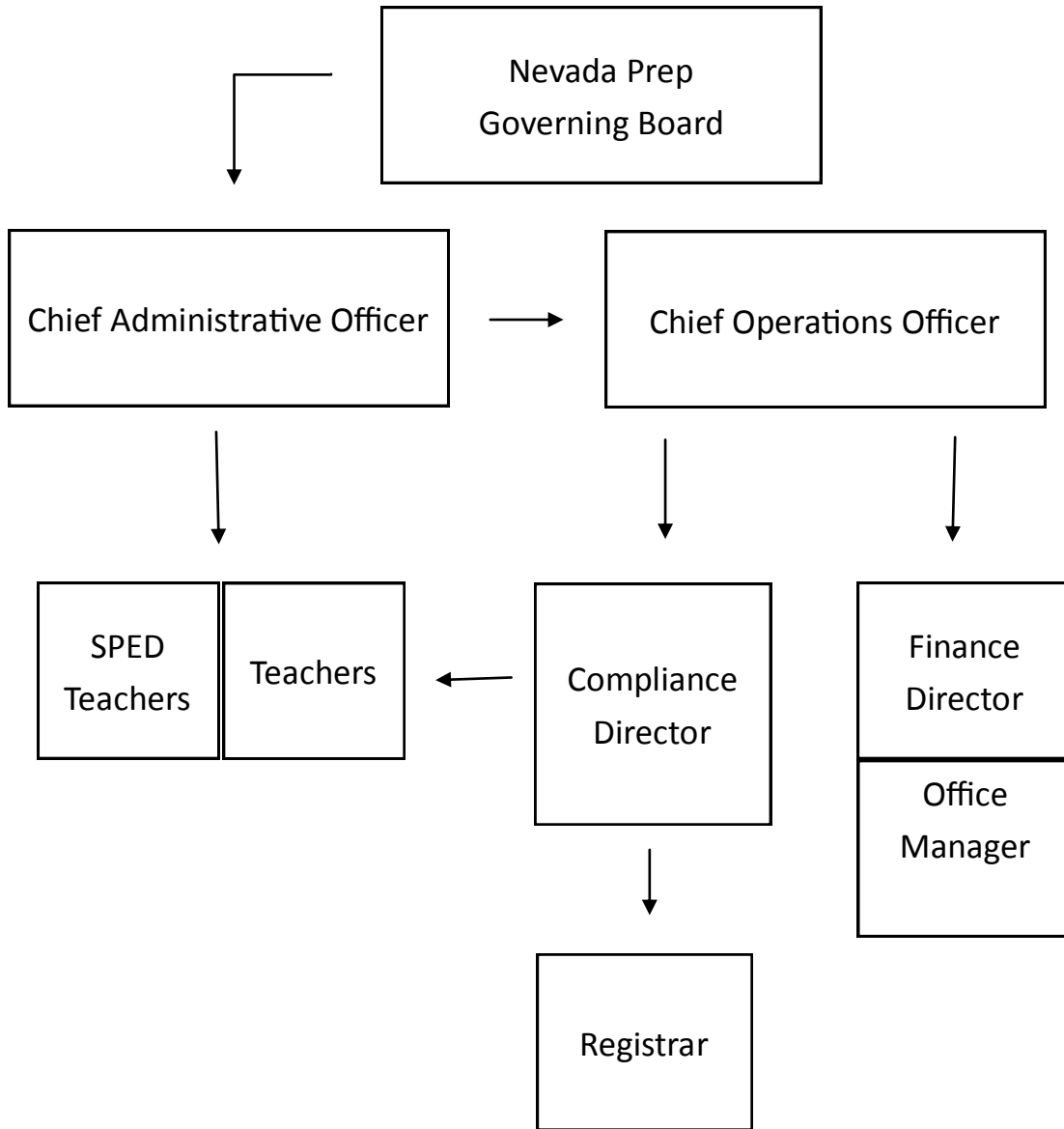
Customer is responsible for providing the facility and for travel, hotel and other reasonable expenses for the trainer. Billed at setup. No refunds, credits or cancellations are allowed.
 \$2,500.00 per day

Ongoing National Professional Development

Billed at setup. No refunds, credits or cancellations are allowed.
 \$100.00 per teacher

B.3.3

Nevada Prep Organization Chart



KEITH W RHEAULT
Superintendent of Public Instruction

STATE OF NEVADA

SOUTHERN NEVADA OFFICE
1820 E. Sahara, Suite 205
Las Vegas, Nevada 89104-3746
(702) 486-6455
Fax: (702) 486-6450

GLORIA P. DOPF
Deputy Superintendent
Instructional, Research and Evaluative
Services



JAMES R. WELLS
Deputy Superintendent
Administrative and Fiscal Services

MOODY STREET OFFICE
1749 Moody Street, Suite 40
Carson City, Nevada 89706-2543

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

Charter School Budget

Las Vegas Prep _____ herewith submits the (TENTATIVE) --- (FINAL) budget for the
fiscal year ending June 30, 2014 .

This budget contains _____ 4 _____ governmental fund types with estimated expenditures of \$ _____ 2,310,784 _____ and
_____ proprietary funds with estimated expenses of \$ _____ .

Per NAC 387.370:

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

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

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Printed Name)

(Title)

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

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/13		WEIGHTED ACTUAL YEAR ENDING 06/30/14		WEIGHTED ESTIMATED YEAR ENDING 06/30/14
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0		x .6 = 0.0		x .6 = 0.0
2. Kindergarten	x .6 = 0.0		x .6 = 0.0	75	x .6 = 45.0
3. Elementary					205
4. Secondary					125
5. Ungraded					
6. Subtotal	0.0		0.0		375.0
7. Students transported into Nevada from out-of-state					
8. Students transported to another state					
9. Total WEIGHTED enrollment	0.0		0.0		375.0
10. Hold Harmless					

11. Basic support per pupil amount, Year Ending 06/30/14		5,179		
Fill in information for each district:	2013-2014	WEIGHTED 2013-2014		Use rates below:
<u>School District</u>	<u>Leg Approved rate</u>	<u>Enrollment</u>	<u>Subtotal</u>	Reference amounts for #12 Prior year "Outside Revenue"
Carson City	\$ 6,277	0.0	\$0	\$ 1,144
Churchill	\$ 6,188	0.0	\$0	\$ 1,048
Clark	\$ 5,179	375.0	\$1,942,125	\$ 1,571
Douglas	\$ 5,471	0.0	\$0	\$ 2,518
Elko	\$ 6,855	0.0	\$0	\$ 947
Esmeralda	\$ 18,779	0.0	\$0	\$ 6,535
Eureka	\$ 4,666	0.0	\$0	\$ 24,226
Humboldt	\$ 6,684	0.0	\$0	\$ 1,474
Lander	\$ 6,546	0.0	\$0	\$ 1,971
Lincoln	\$ 9,835	0.0	\$0	\$ 1,233
Lyon	\$ 6,819	0.0	\$0	\$ 1,095
Mineral	\$ 8,576	0.0	\$0	\$ 1,064
Nye	\$ 6,772	0.0	\$0	\$ 1,688
Pershing	\$ 8,570	0.0	\$0	\$ 2,195
Storey	\$ 6,587	0.0	\$0	\$ 6,177
Washoe	\$ 5,462	0.0	\$0	\$ 1,390
White Pine	\$ 7,679	0.0	\$0	\$ 1,891
Multidistrict		375.0	\$1,942,125	5,179

12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.		\$1,171		
13. Total basic support for enrollee including outside revenue			\$ 2,381,250.00	\$ -
14. Estimated number of special education program units	-	(Should be 0 or 1 maximum - see prior year allotment)		
	X 39,768	amount per unit	\$0	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			\$ 2,381,250.00	\$ -

Fiscal Year 2013-2014 Charter School Las Vegas Prep

Form 3 Las Vegas Prep REVENUE	(1)	(2)	(3) (4) BUDGET YEAR ENDING 06/30/14	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED
1000 LOCAL SOURCES				
1100 Taxes				
1110 Ad Valorem Taxes				
1111 Net Proceed of Mines				
1120 Sales & Use/School Support Taxes				
1140 Penalties & Interest on Tax				
1150 Residential Construction Tax				
1190 Other				
Revenue from Local Govmt Units other than School Districts				
1200 Tuition				
1310 Tuition from Individuals				
1320 Tuition-other Govt sources within State				
1330 Tuition-other Govt sources out of State				
1400 Transportation Fees				
1410 Trans Fees from Individuals				
1420 Trans Fees - other Govt within State				
1430 Trans Fees - other Govt out of State				
1440 Trans Fees - Other Private Sources				
1500 Investment Income				
1600 Food Services				
1610 Daily Sales - Reimbursable Program				
1620 Daily Sales - Non-Reimbursable Progrm				
1630 Special Functions				
1650 Daily Sales - Summer Food Program				
1700 Direct Activities				
1800 Community Service Activities				
1900 Other Revenues				
1910 Rent				
1920 Donations				
1930 Gains/Loss on Sales of Capital Assets				
1940 Textbook Sales & Rentals				
1950 Misc Revenues from Other Districts				
1960 Misc Revenues from Other Local Govt				
1970 Operating Revenues				
1980 Refund of Prior Year's Expenditures				
1990 Miscellaneous - local sources				
TOTAL LOCAL SOURCES	0	0	0	0
3000 REVENUE FROM STATE SOURCES				
3100 Unrestricted Grants-in-Aid				
3110 Distributive School Account (DSA)			1,942,125	
3115 Special Ed portion of DSA			439,125	
3200 State Govt Restricted Funding				
3210 Special Transportation				
3220 Adult High School Diploma Program Fnd				
3230 Class Size Reduction				
3800 Revenue in Lieu of Taxes				
3900 Revenue for/on Behalf of School Dist				
TOTAL STATE SOURCES	0	0	2,381,250	0

(1)	(2)	(3)	(4)
-----	-----	-----	-----

REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
4000 FEDERAL SOURCES				
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4103 E-Rate Funds				
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300 Restricted Grants-in-Aid Direct - Fed				
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
4800 Revenue in Lieu of Taxes				
4900 Revenue for/on Behalf of School District				
TOTAL FEDERAL SOURCES	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 06/30/14 FINAL APPROVED
5000 OTHER FINANCING SOURCES				
5100 Issuance of Bonds				
5110 Bond Principal				
5120 Premium of Discount on the Issuance of Bonds				
5200 Fund Transfers In				
5300 Proceeds from the Disposal of Real or Personal Property				
5400 Loan Proceeds				
5500 Capital Lease Proceeds				
5600 Other Long-Term Debt Proceeds				
6000 Other Items				
6100 Capital Contributions				
6200 Amortization of Premium on Issuance of Bonds				
6300 Special Items				
6400 Extraordinary Items				
TOTAL OTHER SOURCES	0	0	0	0
8000 OPENING FUND BALANCE				
Reserved Opening Balance			0	
Unreserved Opening Balance			0	
TOTAL OPENING FUND BALANCE	0	0	0	0
Prior Period Adjustments			0	
Residual Equity Transfers			0	
TOTAL ALL RESOURCES	0	0	2,381,250	0

Las Vegas Prep Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
100 REGULAR PROGRAMS				
1000 Instruction				
100 Salaries			596,950	
200 Benefits			237,769	
300/400/500 Purchased Services			195,244	
600 Supplies			73,306	
700 Property			475,640	
800 Other			26,147	
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
100 TOTAL REGULAR PROGRAMS	0		1,605,056	0
140 Summer School for Reg Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
140 TOTAL Summer School - Reg Prog	0	0	0	0

Las Vegas Prep PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) BUDGET YEAR ENDING 06/30/14	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED
200 SPECIAL PROGRAMS				
1000 Instruction				
100 Salaries			73,320	
200 Benefits			29,204	
300/400/500 Purchased Services			41,553	
600 Supplies			9,774	
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services			2,350	
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other			3,486	
200 SPECIAL PROGRAMS	0		159,687	0
240 Summer School for Special Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
240 TOTAL Summer School - Spec Prog	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
270 Gifted and Talented Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
270 TOTAL Gifted & Talented Programs	0	0	0	0
300 Vocational & Technical Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
300 Total Vocational & Technical Prog	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
340 Summer School for Voc & Tech				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
340 Total Summer School for Voc & Tech	0	0	0	0
420 English for Speakers of Other Lang				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
420 Total Speakers of Other Lang	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
440 Summer School for Other Inst Prog				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
440 Total English - Summer School for Other Inst	0	0	0	0
490 Other Instructional Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
490 Total Other Instructional Programs	0	0	0	0

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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES				
2100 Support Services-Students				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100 SUBTOTAL	0	0	0	0
2200 Support Services-Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2200 SUBTOTAL	0	0	0	0
2300 Support Services-Gen Admin				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2300 SUBTOTAL	0	0	0	0
2400 Support Serv-School Admin				
100 Salaries			355,501	
200 Benefits			141,599	
300/400/500 Purchased Services				
600 Supplies			48,870	
700 Property				
800 Other				
2400 SUBTOTAL	0	0	545,970	0
2500 Central Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2500 SUBTOTAL	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
2600 Operating/Maintenance Plant Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2600 SUBTOTAL	0	0	0	0
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 SUBTOTAL	0	0	0	0
2900 Other Support (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2900 SUBTOTAL	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	545,970	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
3100 TOTAL FOOD SERVICES	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
4100 Land Acquisition				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4100 SUBTOTAL	0	0	0	0
4200 Land Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4200 SUBTOTAL	0	0	0	0
4300 Architecture/Engineering				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4300 SUBTOTAL	0	0	0	0
4400 Educational Specifications Dev				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4400 SUBTOTAL	0	0	0	0
4500 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4500 SUBTOTAL	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
4600 Site Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4600 SUBTOTAL	0	0	0	0
4700 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4700 SUBTOTAL	0	0	0	0
4900 Other (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4900 SUBTOTAL	0	0	0	0
4000s CONSTRUCTION	0	0	0	0
5000 Debt Service				
000 EXPENDITURES	0	0	545,970	0
TOTAL ALL EXPENDITURES	0	0	2,310,714	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX		69,321	
8000 ENDING FUND BALANCE			0	
Reserved Ending Balance				
Unreserved Ending Balance			1,215	
TOTAL ENDING FUND BALANCE	0	0	1,215	0
TOTAL APPLICATIONS	0	0	2,311,929	0

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	69,321	0
	Calculated Total Ending Fund Balance:	0	0	70,536	0

TENTATIVE BUDGET 06/30/14		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	596,950	237,769	770,337	1,605,056
200	Special	73,320	29,204	57,164	159,687
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		670,270	266,973	827,500	1,764,743
000	Undistributed Expenditures				
2000	Support Services	355,501	141,599	48,870	545,970
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency			69,321	69,321
8000	Ending Balance				1,215
UNDISTRIBUTED TOTALS		355,501	141,599	118,191	616,506
TOTAL ALL FUNDS TENTATIVE		1,025,772	408,571	945,692	2,381,250
FINAL BUDGET 06/30/14		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency			0	0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	0

KEITH W RHEAULT
Superintendent of Public Instruction

STATE OF NEVADA

SOUTHERN NEVADA OFFICE
1820 E. Sahara, Suite 205
Las Vegas, Nevada 89104-3746
(702) 486-6455
Fax: (702) 486-6450

GLORIA P. DOPF
Deputy Superintendent
Instructional, Research and Evaluative
Services



JAMES R. WELLS
Deputy Superintendent
Administrative and Fiscal Services

MOODY STREET OFFICE
1749 Moody Street, Suite 40
Carson City, Nevada 89706-2543

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

Charter School Budget

Nevada Prep _____ herewith submits the (TENTATIVE) --- (FINAL) budget for the
fiscal year ending June 30, 2015 .

This budget contains _____ 4 _____ governmental fund types with estimated expenditures of \$ _____ 2,310,784 _____ and
_____ proprietary funds with estimated expenses of \$ _____ .

Per NAC 387.370:

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

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

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Printed Name)

(Title)

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

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/14	WEIGHTED ACTUAL YEAR ENDING 06/30/14	WEIGHTED ESTIMATED YEAR ENDING 06/30/15
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0	x .6 = 0.0	x .6 = 0.0
2. Kindergarten	x .6 = 0.0	x .6 = 0.0	75 x .6 = 45.0
3. Elementary			205
4. Secondary			125
5. Ungraded			
6. Subtotal	0.0	0.0	375.0
7. Students transported into Nevada from out-of-state			
8. Students transported to another state			
9. Total WEIGHTED enrollment	0.0	0.0	375.0
10. Hold Harmless			

11. Basic support per pupil amount, Year Ending 06/30/15		5,179	
Fill in information for each district:			Use rates below:
	2013-2014	WEIGHTED 2014-2015	Reference amounts for #12
<u>School District</u>	<u>Leg Approved rate</u>	<u>Enrollment</u>	Prior year "Outside Revenue"
Carson City	\$ 6,277	0.0	\$ 1,144
Churchill	\$ 6,188	0.0	\$ 1,048
Clark	\$ 5,179	375.0	\$ 1,571
Douglas	\$ 5,471	0.0	\$ 2,518
Elko	\$ 6,855	0.0	\$ 947
Esmeralda	\$ 18,779	0.0	\$ 6,535
Eureka	\$ 4,666	0.0	\$ 24,226
Humboldt	\$ 6,684	0.0	\$ 1,474
Lander	\$ 6,546	0.0	\$ 1,971
Lincoln	\$ 9,835	0.0	\$ 1,233
Lyon	\$ 6,819	0.0	\$ 1,095
Mineral	\$ 8,576	0.0	\$ 1,064
Nye	\$ 6,772	0.0	\$ 1,688
Pershing	\$ 8,570	0.0	\$ 2,195
Storey	\$ 6,587	0.0	\$ 6,177
Washoe	\$ 5,462	0.0	\$ 1,390
White Pine	\$ 7,679	0.0	\$ 1,891
Multidistrict		375.0	\$ 5,179
Subtotal		\$1,942,125	
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.		\$1,171	
13. Total basic support for enrollee including outside revenue		\$ 2,381,250.00	Hold Harmless-#10 \$ -
14. Estimated number of special education program units	-	(Should be 0 or 1 maximum - see prior year allotment)	
	X 39,768	amount per unit	\$0
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)		\$ 2,381,250.00	Hold Harmless \$ -

Fiscal Year 2014-2015 Charter School Nevada Prep

Form 3 Nevada Prep REVENUE	(1)	(2)	(3) (4) BUDGET YEAR ENDING 06/30/15	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED
1000 LOCAL SOURCES				
1100 Taxes				
1110 Ad Valorem Taxes				
1111 Net Proceed of Mines				
1120 Sales & Use/School Support Taxes				
1140 Penalties & Interest on Tax				
1150 Residential Construction Tax				
1190 Other				
Revenue from Local Govmt Units other than School Districts				
1200 Tuition				
1310 Tuition from Individuals				
1320 Tuition-other Govt sources within State				
1330 Tuition-other Govt sources out of State				
1400 Transportation Fees				
1410 Trans Fees from Individuals				
1420 Trans Fees - other Govt within State				
1430 Trans Fees - other Govt out of State				
1440 Trans Fees - Other Private Sources				
1500 Investment Income				
1600 Food Services				
1610 Daily Sales - Reimbursable Program				
1620 Daily Sales - Non-Reimbursable Progrm				
1630 Special Functions				
1650 Daily Sales - Summer Food Program				
1700 Direct Activities				
1800 Community Service Activities				
1900 Other Revenues				
1910 Rent				
1920 Donations				
1930 Gains/Loss on Sales of Capital Assets				
1940 Textbook Sales & Rentals				
1950 Misc Revenues from Other Districts				
1960 Misc Revenues from Other Local Govt				
1970 Operating Revenues				
1980 Refund of Prior Year's Expenditures				
1990 Miscellaneous - local sources				
TOTAL LOCAL SOURCES	0	0	0	0
3000 REVENUE FROM STATE SOURCES				
3100 Unrestricted Grants-in-Aid				
3110 Distributive School Account (DSA)			1,942,125	
3115 Special Ed portion of DSA			439,125	
3200 State Govt Restricted Funding				
3210 Special Transportation				
3220 Adult High School Diploma Program Fnd				
3230 Class Size Reduction				
3800 Revenue in Lieu of Taxes				
3900 Revenue for/on Behalf of School Dist				
TOTAL STATE SOURCES	0	0	2,381,250	0

Nevada Prep

Charter School

Budget Fiscal Year 2014-2015

	(1)	(2)	(3)	(4)
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REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
4000 FEDERAL SOURCES				
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4103 E-Rate Funds				
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300 Restricted Grants-in-Aid Direct - Fed				
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
4800 Revenue in Lieu of Taxes				
4900 Revenue for/on Behalf of School District				
TOTAL FEDERAL SOURCES	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/15 TENTATIVE APPROVED	(4) FINAL APPROVED
5000 OTHER FINANCING SOURCES				
5100 Issuance of Bonds				
5110 Bond Principal				
5120 Premium of Discount on the Issuance of Bonds				
5200 Fund Transfers In				
5300 Proceeds from the Disposal of Real or Personal Property				
5400 Loan Proceeds				
5500 Capital Lease Proceeds				
5600 Other Long-Term Debt Proceeds				
6000 Other Items				
6100 Capital Contributions				
6200 Amortization of Premium on Issuance of Bonds				
6300 Special Items				
6400 Extraordinary Items				
TOTAL OTHER SOURCES	0	0	0	0
8000 OPENING FUND BALANCE				
Reserved Opening Balance			0	
Unreserved Opening Balance			0	
TOTAL OPENING FUND BALANCE	0	0	0	0
Prior Period Adjustments			0	
Residual Equity Transfers			0	
TOTAL ALL RESOURCES	0	0	2,381,250	0

Nevada Prep Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
100 REGULAR PROGRAMS				
1000 Instruction				
100 Salaries			596,950	
200 Benefits			237,769	
300/400/500 Purchased Services			195,244	
600 Supplies			73,306	
700 Property			475,640	
800 Other			26,147	
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
100 TOTAL REGULAR PROGRAMS	0		1,605,056	0
140 Summer School for Reg Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
140 TOTAL Summer School - Reg Prog	0	0	0	0

Nevada Prep PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) BUDGET YEAR ENDING 06/30/15	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED
200 SPECIAL PROGRAMS				
1000 Instruction				
100 Salaries			73,320	
200 Benefits			29,204	
300/400/500 Purchased Services			41,553	
600 Supplies			9,774	
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services			2,350	
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other			3,486	
200 SPECIAL PROGRAMS	0		159,687	0
240 Summer School for Special Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
240 TOTAL Summer School - Spec Prog	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
270 Gifted and Talented Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
270 TOTAL Gifted & Talented Programs	0	0	0	0
300 Vocational & Technical Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
300 Total Vocational & Technical Prog	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
340 Summer School for Voc & Tech				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
340 Total Summer School for Voc & Tech	0	0	0	0
420 English for Speakers of Other Lang				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
420 Total Speakers of Other Lang	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
440 Summer School for Other Inst Prog				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
440 Total English - Summer School for Other Inst	0	0	0	0
490 Other Instructional Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
490 Total Other Instructional Programs	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15 TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/15 FINAL APPROVED
800 Community Services Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
800 Total Community Services Programs	0	0	0	0
900 Co-curricular & Extra-Curricular				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
900 Co-curricular & Extra-Curricular	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES				
2100 Support Services-Students				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100 SUBTOTAL	0	0	0	0
2200 Support Services-Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2200 SUBTOTAL	0	0	0	0
2300 Support Services-Gen Admin				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2300 SUBTOTAL	0	0	0	0
2400 Support Serv-School Admin				
100 Salaries			355,501	
200 Benefits			141,599	
300/400/500 Purchased Services				
600 Supplies			48,870	
700 Property				
800 Other				
2400 SUBTOTAL	0	0	545,970	0
2500 Central Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2500 SUBTOTAL	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
2600 Operating/Maintenance Plant Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2600 SUBTOTAL	0	0	0	0
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 SUBTOTAL	0	0	0	0
2900 Other Support (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2900 SUBTOTAL	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	545,970	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
3100 TOTAL FOOD SERVICES	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
4100 Land Acquisition				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4100 SUBTOTAL	0	0	0	0
4200 Land Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4200 SUBTOTAL	0	0	0	0
4300 Architecture/Engineering				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4300 SUBTOTAL	0	0	0	0
4400 Educational Specifications Dev				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4400 SUBTOTAL	0	0	0	0
4500 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4500 SUBTOTAL	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
4600 Site Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4600 SUBTOTAL	0	0	0	0
4700 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4700 SUBTOTAL	0	0	0	0
4900 Other (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4900 SUBTOTAL	0	0	0	0
4000s CONSTRUCTION	0	0	0	0
5000 Debt Service				
000 EXPENDITURES	0	0	545,970	0
TOTAL ALL EXPENDITURES	0	0	2,310,714	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX		69,321	
8000 ENDING FUND BALANCE			0	
Reserved Ending Balance				
Unreserved Ending Balance			1,215	
TOTAL ENDING FUND BALANCE	0	0	1,215	0
TOTAL APPLICATIONS	0	0	2,311,929	0

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	69,321	0
	Calculated Total Ending Fund Balance:	0	0	70,536	0

TENTATIVE BUDGET 06/30/15		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	596,950	237,769	770,337	1,605,056
200	Special	73,320	29,204	57,164	159,687
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		670,270	266,973	827,500	1,764,743
000	Undistributed Expenditures				
2000	Support Services	355,501	141,599	48,870	545,970
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency			69,321	69,321
8000	Ending Balance				1,215
UNDISTRIBUTED TOTALS		355,501	141,599	118,191	616,506
TOTAL ALL FUNDS TENTATIVE		1,025,772	408,571	945,692	2,381,250
FINAL BUDGET 06/30/15		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency			0	0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	0

BUDGET SUPPLEMENTARY SCHEDULES

Program or Function _____

Fiscal Year 2013-2014

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$ -
	Teachers		15	\$39,796.67	\$ 596,950.10
	Administration		10	\$35,550.14	\$ 355,501.40
	Special Education		1.5	\$48,880.00	\$ 73,320.00
					\$ -
	NARRATIVE				
	Assumption that teachers salary will average \$39,800. Admin includes Head of School (CAO) 94K, Chief Operating Officer (COO) 94K, Director of Compliance (37.6K), Finance & Development (37.6K), Registrar (28.2K), Office Manager (28.2K), Volunteer Coordinator (18.8K), Coordinator of Special Services & FASA (17K)				
				TOTAL	\$ 1,025,771.50
200	BENEFITS				\$ -
	<i>Employer Medicare</i>				\$ 15,235.60
	<i>Employer SS Tax</i>				\$ -
	<i>Employer Unemployment Tax</i>				\$ 20,075.85
	<i>Medical Insurance</i>				\$ 152,606.00
	PERS				\$ 220,653.90
					\$ -
					\$ -
					\$ -
	NARRATIVES				
				TOTAL	\$ 408,571.35
300	PURCHASED PROF. SERVICES				\$ -
	Photocopier lease				\$ 15,040.00
	Audit Fee				\$ 9,400.00
	Legal Services				\$ 4,700.00
	CARE				\$ 9,400.00
	Teacher Subs				\$ 6,580.00
	IT				\$ 14,100.00
					\$ -
	NARRATIVE				\$ -
				TOTAL	\$ 59,220.00

A Object Code	B Title of Position or Description of Item	C FTE	D Quantity	E Unit Amount / Calculations	F Total Amount
400	PURCHASED PROP. SERVICES				\$ 117,080.53 \$ - \$ - \$ -
NARRATIVE Internet Svs & hosting (\$3720) Phone (\$7800) Furniture (\$17000) Security (\$2200) Nevada Power (\$18k) Republic Svs (\$\$4.6k) Maintenance/Repairs (\$7500) Hend/LV Water (\$6.8k) CC Water Rec & Sewer (\$7500) Fire System Monitor (\$8300) Janitor Supplies (\$4k) Landscaping Svs (\$9k) Pest Control (\$1100) Floor Cleaning (\$2000)					
TOTAL					\$ 117,080.53
500	OTHER PURCHASED SERVICES Sponsor fee Insurance				\$ - \$ 34,646.63 \$ 28,200.00 \$ -
NARRATIVE See insurance quote in application for additional information					
TOTAL					\$ 62,846.63
600	SUPPLIES Postage Consulting Services Marketing & Advertising Nurse's/Safety Supplies Office Supplies Professional Development Computer Supplies SSL Cert/Win Zip/Cisco Pix 506 E/Smartnet Server & Power School costs Subscriptions Miscellaneous Start-up Supplies				\$ 1,825.97 \$ 9,400.00 \$ 18,800.00 \$ 2,585.00 \$ 7,520.00 \$ 35,022.52 \$ 4,700.00 \$ 2,041.68 \$ 26,320.00 \$ 9,212.00 \$ 5,123.00 \$ 9,400.00
NARRATIVE					
TOTAL					\$ 131,950.17

A Object Code	B Title of Position or Description of Item	C FTE	D Quantity	E Unit Amount / Calculations	F Total Amount
800	OTHER OBJECTS Lean Materials				\$31,524.96 \$0.00 \$0.00 \$0.00
	NARRATIVE Includes textbooks (\$8875) Learning Materials (\$8500) computer hardware (\$12400)				
	TOTAL				\$29,633.46
Subtotal Objects 100-600 & 800					\$1,835,073.64
Approved Indirect Cost Rate:		20.00%		X Subtotal Above	
700	EQUIPMENT Rent				\$0.00 \$475,640.04 \$0.00 \$0.00
	NARRATIVE				
	TOTAL				\$475,640.04
GRAND TOTAL					\$2,310,713.68

BUDGET SUPPLEMENTARY SCHEDULES

Program or Function _____

Fiscal Year 2013-2014

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$ -
	Teachers		15	\$39,796.67	\$ 596,950.10
	Administration		10	\$35,550.14	\$ 355,501.40
	Special Education		1.5	\$48,880.00	\$ 73,320.00
					\$ -
	NARRATIVE				
	Assumption that teachers salary will average \$39,800. Admin includes Head of School (CAO) 94K, Chief Operating Officer (COO) 94K, Director of Compliance (37.6K), Finance & Development (37.6K), Registrar (28.2K), Office Manager (28.2K), Volunteer Coordinator (18.8K), Coordinator of Special Services & FASA (17K)				
				TOTAL	\$ 1,025,771.50
200	BENEFITS				\$ -
	<i>Employer Medicare</i>				\$ 15,235.60
	<i>Employer SS Tax</i>				\$ -
	<i>Employer Unemployment Tax</i>				\$ 20,075.85
	<i>Medical Insurance</i>				\$ 152,606.00
	PERS				\$ 220,653.90
					\$ -
					\$ -
					\$ -
	NARRATIVES				
				TOTAL	\$408,571.35
300	PURCHASED PROF. SERVICES				\$ -
	Photocopier lease				\$ 15,040.00
	Audit Fee				\$ 9,400.00
	Legal Services				\$ 4,700.00
	CARE				\$ 9,400.00
	Teacher Subs				\$ 6,580.00
	IT				\$ 14,100.00
					\$ -
	NARRATIVE				\$ -
				TOTAL	\$ 59,220.00

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
400	PURCHASED PROP. SERVICES				\$ 117,080.53
					\$ -
					\$ -
					\$ -
	NARRATIVE Internet Svs & hosting (\$3720) Phone (\$7800) Furniture (\$17000) Security (\$2200) Nevada Power (\$18k) Republic Svs (\$\$4.6k) Maintenance/Repairs (\$7500) Hend/LV Water (\$6.8k) CC Water Rec & Sewer (\$7500) Fire System Monitor (\$8300) Janitor Supplies (\$4k) Landscaping Svs (\$9k) Pest Control (\$1100) Floor Cleaning (\$2000)				
			TOTAL	\$ 117,080.53	
500	OTHER PURCHASED SERVICES Sponsor fee Insurance				\$ -
					\$ 34,646.63
					\$ 28,200.00
					\$ -
	NARRATIVE See insurance quote in application for additional information				
			TOTAL	\$ 62,846.63	
600	SUPPLIES				
	Postage				\$ 1,825.97
	Consulting Services				\$ 9,400.00
	Marketing & Advertising				\$ 18,800.00
	Nurse's/Safety Supplies				\$ 2,585.00
	Office Supplies				\$ 7,520.00
	Professional Development				\$ 35,022.52
	Computer Supplies				\$ 4,700.00
	SSL Cert/Win Zip/Cisco Pix 506 E/Smartnet				\$ 2,041.68
	Server & Power School costs				\$ 26,320.00
	Subscriptions				\$ 9,212.00
	Miscellaneous				\$ 5,123.00
	Start-up Supplies				\$ 9,400.00
	NARRATIVE				
			TOTAL	\$ 131,950.17	

A Object Code	B Title of Position or Description of Item	C FTE	D Quantity	E Unit Amount / Calculations	F Total Amount				
800	OTHER OBJECTS Lean Materials				<table border="1"> <tr><td>\$31,524.96</td></tr> <tr><td>\$0.00</td></tr> <tr><td>\$0.00</td></tr> <tr><td>\$0.00</td></tr> </table>	\$31,524.96	\$0.00	\$0.00	\$0.00
\$31,524.96									
\$0.00									
\$0.00									
\$0.00									
	NARRATIVE Includes textbooks (\$8875) Learning Materials (\$8500) computer hardware (\$12400)								
	TOTAL				\$29,633.46				
Subtotal Objects 100-600 & 800					\$1,835,073.64				
Approved Indirect Cost Rate:		20.00%		X Subtotal Above					
700	EQUIPMENT Rent				<table border="1"> <tr><td>\$0.00</td></tr> <tr><td>\$475,640.04</td></tr> <tr><td>\$0.00</td></tr> <tr><td>\$0.00</td></tr> </table>	\$0.00	\$475,640.04	\$0.00	\$0.00
\$0.00									
\$475,640.04									
\$0.00									
\$0.00									
	NARRATIVE								
	TOTAL				\$475,640.04				
GRAND TOTAL					\$2,310,713.68				

Start up Budget - Pre Opening

Description	Total
Start Up Revenue (pre-opening)	50,000
Purchased Services	
Teacher/Director Certifications	
Prof.Dev: Teacher Certifications	\$ 5,000
Prof.Dev: SpEd Teacher Certification	\$ 2,500
Pro.Dev: Director Certifications	\$ 3,500
Marketing/Advertising	\$ 9,550
Charter School Conference(required)	\$ 2,500
	Conference Fees, accommodation, travel and expense stipends
Supplies-	
Classrooms/Teacher room furniture	\$ 8,000
	tables,chairs,area rug, bookcases (bulletin boards, teacher desk/chair, filing cabinets) already have some donations and will solicit more
Classrooms/Teacher room materials	\$ 7,000
	lesson materials & supplies
Office/Admin Supplies/Furniture/Equipment	\$ 4,275
	Desk,chairs,phones, fax,copier, fireproof cabinets(required), regular filing cabinets, bookshelves, office supplies, etc
Nurse's Office Supplies/Furniture/Equipment (Required)	\$ 925
	Recovery couch, security curtain, refrigerator, locking cabinet and eyewash station REQUIRED FOR HEALTH & SAFETY PERMIT
Technology Equipment	
Desktop Computers, Printer, Scanner, Telephones etc	\$ 3,500
	Network printer for accounting and admin to print marketing, enrollment, required reports, etc
Switches, Modem, Toner, cables, etc	\$ 750
	Should be able to get donations from community supporters.
Other	
Bring Facility to Code	\$ 2,500
	Could be more depending on facility
TOTAL EXPENSES	\$ 50,000

Nevada Preparatory Academy is in the process of applying for several grants that would fund this budget

NEVADA PREPARATORY

INSURANCE PROPOSAL

Presented by:

**ROBERT WATKINS, CIC, CSR, PWCA
PRESIDENT**

**JORGE TEOTICO
ACCOUNT MANAGER**

Date:

FEBRUARY 21, 2012

ISU LOVERING INSURANCE SERVICES

1121 Laurel Street, San Carlos, CA 94070

P. O. Box 699, San Carlos, CA 94070-0699

Telephone: (650) 593-7601

Fax: (650) 593-7410

License No. 0429797

DEPENDABLE SERVICE SINCE 1935

THIS PROPOSAL CONTAINS PROPRIETARY CONFIDENTIAL INFORMATION CONCERNING ISU LOVERING INSURANCE SERVICES AND OUR CUSTOMERS. IT MAY NOT BE DISTRIBUTED OR REPRODUCED WITHOUT THE EXPRESS PRIOR WRITTEN CONSENT OF ISU LOVERING INSURANCE SERVICES. NO DISCLOSURE CONCERNING THIS PROPOSAL SHALL BE MADE WITHOUT THE EXPRESS PRIOR WRITTEN CONSENT OF ISU LOVERING INSURANCE SERVICES.

THE INTENT OF THIS PROPOSAL IS TO BRIEFLY OUTLINE PERTINENT DETAILS OF YOUR INSURANCE POLICIES FOR YOUR READY REFERENCE, AND SHOULD NOT BE CONSIDERED A REPRESENTATION OF THE ACTUAL POLICY. FOR SPECIFICS, IT IS NECESSARY TO REFER TO THE ACTUAL POLICIES.

WHEN TO NOTIFY ISU LOVERING INSURANCE SERVICES

It is important that you advise ISU Lovering Insurance Services of any material changes in your operations which may have a bearing on your insurance program. Your insurers have evaluated and accepted the risks on the basis of information given. Any variation of these details could lead to complication in the event of a loss.

These changes may include, but are not limited to:

- Changes of personnel affecting responsibility for insurance decisions.
- Personnel traveling overseas/on temporary assignment overseas/working on military bases.
- Acquisition or creation of new companies or subsidiaries and/or mergers in which you are involved or any legal change in the corporate structure.
- Purchase, construction or occupancy of new premises; alteration, vacating the premises or temporary unoccupancy; extension or demolition of existing premises. This applies for both domestic and foreign locations.
- Increase in values of building or business personal property for both scheduled and unnamed locations.
- Removal of business personal property or stock to new or temporary locations.
- Addition of new locations, equipment or vehicles, whether hired, leased or borrowed.
- Changes in processes, occupancy, products or business operations.
- Addition, alteration or temporary disconnection of fire or burglary protection systems.
- Use of owned or non-owned aircraft or watercraft.
- Major changes in value or nature of goods being shipped.
- Employment of personnel in states in which you were previously not doing business.
- Election or appointment of a new C.E.O. or C.O.O., or change in control of either the Board of Directors or the stock ownership of the company.
- Changes in ERISA Plan assets.
- Addition of new drivers for the company.

NAMED INSURED

NEVADA PREPARATORY

SCHEDULE OF LOCATIONS

LOCATION
NUMBER

ADDRESS

Las Vegas, NV

DOMESTIC PROPERTY

INSURER: Great American Insurance Company, A.M. Best's rating A XIV

POLICY TERM: **TBD 12 MONTHS AUGUST 2013-14**

COVERAGE: Special Form (Excluding Earthquake and Flood), Replacement Cost, Mechanical Breakdown, Signature Property Endorsement

LIMITS:

\$ 100,000 Business Personal Property

\$ 500,000 Business Income/Extra Expense

\$ 100,000 EDP/Media

PROPERTY

DEDUCTIBLE: \$1,000

EXCLUSIONS: Coverage is subject to policy exclusions

TERRITORY: United States, its Territories and Possessions, Puerto Rico and Canada.

ANNUAL

PREMIUM: \$ Estimated Premium for Package

Social Service Agency Property Broadening Endorsement Summary

Accounts Receivable \$25,000
Arson Reward \$5,000
Backup of Sewers/Drains \$20,000
Debris Removal \$15,000
Electronic Data Processing \$10,000
Extra Expense \$25,000
Fine Arts \$10,000/occ., \$500/item
Fire Department Device Recharge \$5,000
Loss Data Preparation \$5,000
Money & Securities \$10,000 inside/\$5,000 outside
Newly Acquired Locations \$500,000 Building/\$250,000 BPP
Ordinance or Law . Coverage A 15% of Building, Limit \$250,000 max
Personal Effects \$10,000/occ., \$2,500/personal
Property in Transit \$15,000
Property Off Premises \$15,000
Signs: Attached/Unattached, Indoor/Outdoor \$10,000
Outdoor Property (incl. Trees, shrubs, plants) \$10,000/occ., \$1,000/item
Utility Services \$10,000
Valuable Papers \$25,000

DOMESTIC GENERAL LIABILITY

INSURER: Great American Insurance Company, A.M. Best's rating A XIV

POLICY TERM: **TBD 12 MONTHS AUGUST 2013-14**

COVERAGE: Commercial General Liability Coverage, Employee Benefits Liability, Professional Liability

LIMITS:

General Liability Occurrence Form:

\$1,000,000	Each Occurrence
\$2,000,000	General Aggregate
\$1,000,000	Personal Injury and Advertising Liability
\$2,000,000	Products and Completed Operations Aggregate
\$ 100,000	Fire Legal Liability
\$ 5,000	Medical Payments
\$1,000,000	Each Claim(Occurrence Form)Employee Benefits Liability
\$2,000,000	Aggregate Limit Employee Benefits Liability
\$ 1,000	Deductible
	Fiduciary Liability is Excluded
\$1,000,000	Each Occurrence Abuse/Molestation SubLimit
\$1,000,000	Aggregate Limit Employee Benefits Liability
	Defense is inside limit
\$1,000,000	Each Claim(Occurrence Form)Professional Liability
\$2,000,000	Aggregate Limit

COVERAGE

EXTENSIONS:

Contractual Liability
Personal Injury & Advertising Liability
Broad Form Property Damage
Extended Bodily Injury
Host Liquor Liability
Incidental Medical Malpractice
Limited Worldwide Liability for Suits Brought in the United States
Employees and Volunteers as Additional Insureds
Broadened Additional Insured includes Trustees, Board Members,
Student Teachers
Waiver of Subrogation
Primary Wording
Additional Insureds included
Employment Benefits Liability
Educators E & O
Social Services Broadening Endorsement

EXCLUSIONS:

Coverage subject to policy exclusions including but not limited to
Absolute Pollution, Corporal Punishment

TERRITORY:

United States, its Territories and Possessions, Puerto Rico and
Canada.

ANNUAL

PREMIUM: \$Included in Estimated for Package-- based on 350 Students

DIRECTORS & OFFICERS/EMPLOYMENT PRACTICES LIABILITY—

INSURER: Great American Insurance Company, A.M. Best's rating A XIV

POLICY TERM: **TBD 12 MONTHS AUGUST 2013-14**

COVERAGE: Directors and Executive Officers Liability
Employment Practice Liability
Defense costs outside the limit
Full Prior Acts
Full Third Party Coverage

LIMITS:

(Claims-Made Form)

\$1,000,000 Each Wrongful Act

\$1,000,000 Aggregate

\$ 2,500 Retention

DEFINITION AND EXTENSIONS:

Directors and Executive Officers Liability: Breach of duty, neglect, error, misstatement, misleading statement, or omission by a director, executor officer. Includes present and past directors and officers.

Employment Practice Liability: Wrongful refusal to employ or promote; wrongful demotion, evaluation reassignment or discipline; wrongful termination, harassment, coercion; unfair discrimination or defamation. Extends to all volunteer employees

PREMIUM

BASIS: \$2,700,000 revenues

**ANNUAL
PREMIUM:**

\$ 4,500

BUSINESS AUTO

INSURER: Great American Insurance Company, AM. Best's rating A 14

POLICY TERM: **TBD 12 MONTHS AUGUST 2013-14**

COVERAGE: \$1,000,000 Includes Non-Owned and Hired Liability,
Volunteers

EXCLUSIONS: Coverage is subject to policy exclusions.

TERRITORY: United States, its Territories and Possessions, Puerto Rico and
Canada.

**ANNUAL
PREMIUM:** \$Included in Package estimated premium

CRIME

INSURER: Great American Insurance Company, A.M. Best's rating A XIV

POLICY TERM: **TBD 12 MONTHS AUGUST 2013-14**

COVERAGES:

Employee Theft	\$100,000
Forgery or Alteration	\$ 50,000
Inside Premises-Theft Money & Securities	\$ 25,000
Outside of Premises	\$25,000

DEDUCTIBLE: \$1,000 Per Occurrence

**ANNUAL
PREMIUM:** Included in estimated Package Premium

UMBRELLA LIABILITY

INSURER: Great American Insurance Company, AM. Best's rating A 14

POLICY TERM: **TBD 12 MONTHS AUGUST 2013-14**

COVERAGE:

Excess Legal Liability, following form, subject to exclusions. Follows Primary Coverage. Includes First Dollar Defense Coverage.

LIMITS: \$3,000,000 Each Occurrence
\$3,000,000 Products/Completed Operations Aggregate
\$3,000,000 General Aggregate

**COVERAGE
EXTENSIONS:**

General Liability
Employee Benefits Liability
Employers Liability
Educator's E & O

EXCLUSIONS: Coverage is subject to policy exclusions which include but are not limited to:

Absolute Pollution except Hostile Fire
Asbestos
Aircraft
Care, Custody and Control on Real and Personal Property
Nuclear Hazards
Director's & Officer's Liability
Employment Practices Liability
Liquor Liability
Abuse or Molestation

TERRITORY: United States, its Territories and Possessions, Puerto Rico and Canada.

DEDUCTIBLE: A \$10,000- Deductible/Retention applies to events not covered under the primary liability and not excluded on the umbrella.

**ANNUAL
PREMIUM:** \$3,500 Estimated

EXCESS STUDENT ACCIDENT

INSURER: Hartford Accident and Life, A XV

POLICY TERM: **TBD 12 MONTHS AUGUST 2013-14**

LIMITS: \$15,000 Accidental Death and Dismemberment
and \$50,000 Accidental Medical Expense Benefit

\$ 250 Dental Limit

DEDUCTIBLE: \$ 0

**ANNUAL
PREMIUM:** \$2,022.50 based on 275 K-6 Grade students and
75 7-8 Grade students

Not Including Sports.

CATASTROPHIC ACCIDENT POLICY

INSURER: National Union Fire Insurance Company of Pittsburgh, PA (AIG)
A.M. Best's rating A 15

POLICY TERM: **TBD 12 MONTHS AUGUST 2013-14**

LIMITS: \$1,000,000 Excess Medical, 10 yr benefit period
Based on 350 students

Class Description of Class
All enrolled students of the participating school or school district who participate in intramural or interscholastic sports, gym class and non-sport extracurricular activities, including Band Members, Cheerleaders, Majorettes, Student coaches, Student teachers, and Student managers

DEDUCTIBLE: \$25,000 Paid over 2 years

**ANNUAL
PREMIUM:** \$1,000

OPTIONAL LIMITS AVAILABLE: \$5,000,000 OR \$10,000,000

DOMESTIC WORKERS' COMPENSATION AND EMPLOYER'S LIABILITY

INSURER: Trumbull (Hartford) Insurance Company of the Midwest
A.M. Best's rating A XV

POLICY TERM: **TBD 12 MONTHS AUGUST 2013-14**

COVERAGE: The insurance company will pay claims based on the applicable state laws for injury including death sustained by an employee while in the course of employment. The insurance company will provide defense in any proceedings.

In addition, the policy provides Employer's Liability coverage for suits brought by an employee or his estate.

LIMITS:	Statutory	Workers' Compensation
		Employer's Liability
	\$1,000,000	Bodily Injury By Accident Each Accident
	\$1,000,000	Bodily Injury by Disease Each Employee
	\$1,000,000	Bodily Injury by Disease Policy Limit

TERRITORY: **NV**

ESTIMATED

ANNUAL

PREMIUM: \$5,447 Subject to annual audit

NOTE: Companies with employees hired in **North Dakota, Ohio, Washington, West Virginia and Wyoming** must purchase Workers' Compensation insurance directly from the monopolistic state fund.

Policies in these states do not include Employer's Liability coverage. A quote can be obtained to add Employer's Liability coverage (Stop-Gap endorsement) for these states to your current insurance program. Projected payrolls for the state are needed to rate this exposure.

SCHEDULE OF CLASSIFICATIONS

<u>STATE</u>	<u>CLASSIFICATION</u>	<u>PAYROLL</u>	<u>RATE</u>	<u>PREMIUM</u>
NV	Teachers-8868	\$675,000	\$.50	\$3,305
NV	Clerical-8810	\$450,000	\$.34	\$1,530
	Total Class Premium			\$4,835
	Increased Limits Premium			\$ 150
	Total Estimated Standard Premium			\$4,985
	Expense Constant			240
	Terrorism			111
	Catastrophe			111
	Total Estimated Annual Premium			\$5,447

PAYMENT TERMS:

- 1) 25% Deposit and 9 monthly installments;**
- 2) Monthly “Pay As You Go” Option; you can use this option with or without a Payroll service company \$0 Deposit is needed for this option**

PREMIUM SUMMARY

Business Package Policy	\$9,606.00
Directors & Officers/Employment Practices Liability	\$4,500.00
Umbrella Policy.....	\$3,500.00
Excess Student Accident	\$2,022.50
Catastrophic Accident.	\$1,000.00
Workers Compensation	\$5,447.00

OPTIONAL:

Fiduciary Liability: \$1,000,000 limit --\$950

Bill Plan Options:

Great American 25% Down & 9, 5 or 2 monthly installments –Direct Billed by the insurance company.

Hartford Insurance Company Monthly Billing (Pay as you Go) Payment-0% Down, or 25% Down and 9 installments –Direct Billed

Student Accident Policy -Agency Billed Full Pay

COVERAGE OPTIONS

In addition to the coverages described within this proposal, ISU Lovering Insurance Services can obtain additional coverages as desired by **LAS VEGAS PREPARATORY**. Some of these include, but are not limited to the following:

- Higher Policy Limits
- Fiduciary Liability--\$1,000,000 Estimate \$950
- Disaster Recovery
- Cyber Liability
- Identity Theft
- 401K/403B
- Group Employee Benefits
- Kidnap & Ransom
- Owned/Non-Owned Aircraft Liability
- Watercraft Liability
- Business Interruption and Extra Expense including Contingent Locations
- Earthquake
- Flood
- Employed Attorney E & O
- Crime
- Foreign
- Owned Autos
- Boiler & Machinery
- Cargo/Transit

ISU Lovering Insurance Services can obtain quotations for these and additional property/casualty insurance coverages as requested.

RECOMMENDATION

EARTHQUAKE

LAS VEGAS PREPARATORY has elected not to purchase earthquake insurance coverage. As is aware, the availability of earthquake coverage in California is limited due to the catastrophic potential of this exposure, and it can be quite costly. We suggest that **LAS VEGAS PREPARATORY**, evaluate its need to purchase earthquake insurance, and we can pursue obtaining coverage if desired.

In addition to buying insurance coverage, we generally recommend that our clients develop disaster plans that help reduce the severity of losses that can occur. **LAS VEGAS PREPARATORY** should develop such a plan if it does not currently have one in place. This plan should assume widespread destruction which affects property, employee safety, local vendors/suppliers, and shipping facilities.

FLOOD

LAS VEGAS PREPARATORY does not purchase flood insurance coverage at this time. Like the earthquake coverage, flood insurance is an exposure generally excluded from most property programs due to its catastrophic potential for loss. The availability of this coverage is so limited that federal insurance programs have been developed to satisfy the need for this insurance. Buildings located in specified flood zones are required to purchase flood coverage. Other entities outside the designated flood zones also purchase such coverage.

We mention this exposure since the potential for loss from flood can be catastrophic. We suggest that evaluated its need to purchase flood insurance. As with the earthquake exposure, we also suggest that the disaster plan incorporate flood catastrophes since these can be as widespread as other disasters such as earthquake and fire.

KIDNAP & RANSOM

LAS VEGAS PREPARATORY does not currently purchase kidnap & ransom coverage. A kidnap & ransom policy generally provides the following coverages:

- 1) Indemnification of ransom payments for actual or alleged kidnappings.
- 2) Payments for extortion threats of
 - Bodily harm or detention;
 - Property damage, destruction, or contamination;
 - Divulging, disseminating, and utilizing proprietary information;
 - Computer virus threats.
- 3) Loss of ransom or other consideration while being conveyed by an authorized person.
- 4) Miscellaneous expenses for:
 - Independent negotiators or consultants;
 - Independent public relations consultants;
 - Interest costs for any loan taken by the insured to pay the ransom or extortion described above;
 - Reasonable travel and accommodation expenses incurred by the insured.
- 5) Accidental death and dismemberment which applies to injury of a victim in an actual or attempted, kidnapping.
- 6) Some carriers can add coverage for business interruption losses due to extortion threats. For example, **NEVADA PREPARATORY** may experience a loss in revenue arising out of the kidnapped employee. Business interruption coverage is designed to address this type of loss.

NEVADA PREPARATORY should consider its exposure to loss in this area.

Nevada Preparatory Academy Protocol for Situations

The School does not have a facility yet. Per NRS 392.616, the School will create a Development Committee as consistent with statute to create an actionable fire evacuation and other emergencies plans that will apply to the school's actual facility.

The school must complete at least one emergency drill per month of the school year under the supervision of the Clark County Fire Department and the Head of School or it's designee.

It is our goal to provide a safe and controlled working and learning environment.

Preparation can be a key factor for happenings that occur in the school. Students will take direction from staff to ensure their safety during any situation.

The staff is dedicated to enriching the knowledge of the young adults they work with; this can be made easier to achieve if; when confronted with any situation that may be considered a crisis, they understand the plan and adhere to policies and instruction from the staff.

Certain occurrences transpire without prior notice and can only be dealt with as they happen. Las Vegas Leadership Academy has developed a plan in an attempt to lessen any and all negative effects that may be accrued in the event of a crisis.

It is imperative that all students and staff read through this plan so they may be fluent in the steps to resolve any and all situations.

Potentially Harmful/Harmful Person(s)

Everyone is asked to assist in making the campus/worksite a safe place by being alert to suspicious situations and by reporting them as outlined in the following.

If you are the victim or are involved in any on campus/worksite violation of the law including, without limitation to, assault, robbery theft, overt sexual behavior etc:

Immediately notify a school employee. Provide the information noted below. Minor offenses at school will be handled by personnel. Major offenses will be coordinated by the administration.

- Nature of incident and number of injuries, if any
- Campus and location of incident
- Description of person(s) involved
- Description of property involved
- Description of vehicle (if any) involved

- Any other information which is descriptive in nature

If you witness an on campus/worksite violation of the law, immediately notify a school employee and give them the information outlined above.

Assist the employee when they arrive by supplying them with all additional information and ask others to do the same.

The school employees will conduct the required campus/worksite search and will evacuate areas as necessary. Follow their instructions.

Everyone is asked to report to the Head of School/site Administrator's office the existence of anyone loitering or soliciting on campus/worksite. These people may be asked to leave if they do not have permission or a proper reason for being on campus.

Rally Point Protocol

The school headquarters incident personnel and or administration will advise the staff that the decision to implement the protocol has been reached and to begin setting up the evacuation rally point. CCSD will not send office staff to help the school

School Dismissal and Early Release

Las Vegas Leadership Academy will follow Clark County School District in delayed start or school closure. Las Vegas Leadership Academy strives to operate efficiently, safely, economically and according to well-publicized and predetermined schedules. On those occasions when hazardous weather conditions indicate that schools should initiate emergency measures, should not open in the morning, or close early, timely notification will be to parents and guardians via the school website, email and phone tree (this will be established once the enrollment process is complete and the school opens) Local news media will also be notified.

Decision to close / delay school: Transportation of students to and from school and their safety will be the primary reason for making the decision to alter published school schedules. The Office Manager will be responsible for collecting critical information pertaining to weather and road conditions and making recommendations to the Head of School concerning the closure of the school. The Head of School will make the final decision regarding the closure of school.

Information may be obtained about road and weather conditions on the following numbers:

Weather 263-9744

Road Conditions 888-7000

National Weather Service in Nevada (1-877-687-6237)

Exterior Evacuation:

Students are outside of building.

Determine if the threat is outside or inside building.

- Advise students of exterior rally point.
- Move to rally point with students.
- Once at rally point, communicate via 9-1-1 & report the following:
- Location of offender and exact threat
- Your rally point location
- Number of people with you
- Injuries and extent

Remain at rally point and contain students until rescued by police.

- If threat emanates from outside the building
- Advise students to move into a designated classroom
- Once inside the classroom accounts for all students and report to administration any missing students and location of classroom

Medical and First Aid:

In case an illness or serious injury occurs on campus, immediately call for assistance. Such assistance will include the site administrator and when necessary, emergency medical assistance by calling 911. An effort will be made as immediately as practical to notify the parent/guardian of the student.

Quickly perform these four steps:

- Ask victim "Are you o.k." and "what is wrong"
- Check breathing and give artificial respiration if necessary.
- Control serious bleeding by applying direct pressure on the wound, using appropriate precautions such as gloves, to prevent blood exposure.
- Keep victim if necessary still and comfortable have him/her lie down continue to assist the victim until help arrives.
- Assess extent of injury or symptoms of illness.
- Protect from all disturbance, reassure the victim, and do not move unless absolutely necessary.
- Look for emergency medical I.D., question witnesses and give all information to the administrator, and medical personnel.

Training:

All administrators and office staff will be CPR & AED Certified.

First Aid & Emergency Kits:

Both first aid and emergency kits will be kept in the school office and available for use as needed.

FIRE

Know the location of the fire:

- Call 911 and begin immediate evacuation of the building
- Once the 911 call has been placed and building evacuation is underway, notify parent/guardian immediately.

In case of minor injury or illness, provide first aid care. Know the location of fire extinguishers in your area and know how to use them.

On a minor fire that appears controllable, immediately call the fire department, and then promptly direct the charge of a fire extinguisher toward the base of a flame. Get help if necessary.

Call the fire department and notify them that the fire is out.

On large fires that are not immediately controllable or after using the extinguisher close all doors to confine the fire and reduce the oxygen - but do not lock them.

Activate the building alarm system.

Immediately call the fire department. Give your name and describe the size and location of the fire.

Notify your supervisor, and then evacuate the building by walking quickly to the nearest exit, alerting people as you go.

Take role for your class, and report to administrator and or appointed personnel of any persons unaccounted for.

Once outside move to the designated area, keep walkways clear for emergency personnel and vehicles.

To the best of your ability without re-entering the building, assist the fire department in their attempt to determine that everyone has evacuated safely.

Do not return to a building until told to do so even if alarm has ceased.

Earthquake

When earth begins shaking, give students the command to drop. Drop to knees, clasp both hands behind the neck, bury the face in arms, make body as small as possible, close eyes and cover ears with forearm.

During an earthquake remain calm and quickly follow the steps outlined below.

If indoors, seek refuge in a doorway or under a desk or table. Stay away from glass windows, shelves and heavy equipment.

If outdoors move quickly away from buildings, utility poles and other structures.

After initial shock evaluate the situation and if emergency help is necessary, call the Police, Fire and Medical Personnel. Protect yourself at all times and be prepared for aftershocks.

Coordinate with your supervisor and begin turning off all potentially hazardous equipment such as gas and electrical appliances.

If necessary, activate the building alarm system.

Evacuate the building by quickly walking to the nearest exit, alerting people as you go.

Be aware of structural damage and assist both the handicapped and injured.

Once outside move to the designated area, keep walkways clear for emergency vehicles and personnel.

To the best of your ability without re-entering the building, assist the police department in their attempt to determine that everyone has evacuated safely.

Take role for your class, and report to administrator and or appointed personnel of any persons unaccounted for.

Do not return to a building until told to do so even if alarm has ceased.

Emergency Procedures

If a person with a firearm is observed or reported in the vicinity of the school, immediately:
Notify the office of the offender and location

Designated office personnel call 911

Announce the offender's presence via walkie-talkie

Shelter in Place Procedures

- Command given to shelter place
- Secure students and staff in classrooms
- Office personnel shelter in designated rooms
- Lock doors and windows
- Barricade (door mount)
- Turn off all lights

RALLY Point

In certain major school crisis incidents, it will be necessary to evacuate students and staff away from the crisis site. One major problem that may occur is the tendency of a large number of parents, guardians, friends, and relatives to rush to the incident site to check the status of the students, and employees. This can result in street blockages in all directions near the school and large numbers of people wandering around the campus in a state of panic.

The most effective way to prevent this chaos is to make significant efforts to re-direct those concerned parties to a site that is remote from the school and evacuate students and employees to that site. This area is a rally point/rally point. During a crisis the command post commander will make a determination as to whether a full evacuation to the rally point/rally point is appropriate within the first five to fifteen minutes of the crisis. If full evacuation is required, administration will communicate this decision and the site location to the incident scene commander and to the local media.

The Rally point/rally point protocol shall be used for the following conditions:

- An explosive device detonates on school property
- A functional device is found on the school property
- A hostage situation takes place on the campus
- A situation involving a barricaded subject armed with explosives or firearms takes on the campus
- A severe weather crisis occurs which requires removal of personnel to a safe remote location
- A weapon of mass destruction or hazardous materials incident occurs on or near the campus and public safety responders determine that mass evacuation to a remote location is required.

Staff Positions & Responsibilities:

Student Supervision:	Teachers
Traffic Control at Rally Point:	Office Staff
Message Center:	Office Manager
First Aid:	Nurse and or FASA
Communications:	Head of School

- The emergency response administrator will be the person responsible for implementing the emergency response plan.
- When the evacuation alarm sounds, teachers escort students (taking your cell phone or other communications device provided by school) emergency contact list and your class list to the rally point
- Follow the building evacuation plan and lead your students to the designated area at the rally point
- Once at the rally point, take attendance and report and absent students to the office manager or administrator.

EMERGENCY PROCEDURES

Nevada Preparatory Academy School-Based Crisis Response Team

Crisis Coordinator: (To be determined) *Head of School*
1st Designee: (To be determined) *Assistant Head of School*
2nd Designee: (To be determined) *Counselor*

Crisis Team Members:

- 1. (to be determined) Coordinator/Head of School CTMember 1***
- 2. (to be determined) Assistant Head of School CTMember 2***
- 3. (to be determined) Counselor CTMember 3***
- 4. (to be determined) Head Teacher CTMember 4***
- 5. (to be determined) Teacher CTMember 5***

Las Vegas Preparatory Academy School-Based Crisis Response Plan 2006-2007 School Year

DAY 1

Actions

- ***Confirm Crisis***
Call family/ Police Dispatch (911)
Ask what information can be made public.
- ***Notify Governing Board***
- ***Assemble Team/develop plan of action/assign tasks.***

Responsible Person

1st Designee

1st Designee

Assess students/staff/parents needs (high/low profile).

Determine information/media response.

Share only facts with media.

Contact Public Information Office x5304.

Identify lead counselor/psychologist.

Screen phone calls.

Visit affected classes/victim's schedule.

Establish separate student, staff and parent support areas.

Establish how parents will access kids.

Notify staff of situation/plan of action.

Conduct faculty meeting.

Identify impacted staff/students within school.

1st Designee

CTMember 1

CTMember 2

CTMember 3/CTMember 4

CTMember 3/CTMember 4

1st Designee

CTMember 5/CTMember 1

- Decisions to be made

Identify activities to continue, reschedule, cancel,

Need for substitute.

Seek outside assistance, if necessary.

CCSD Crisis Team (contact Bill Miller x 7449)

Additional School Police.

CTMember 2

CTMember 2

Contact other schools if crisis affects other family members.

Remove personal belongings of the deceased if and when team decides it's appropriate.

CTMember 1

CTMember 1

- Gather Team to debrief/assess needs for Day 2.

1st Designee

DAY 2

Actions

Responsible Person

- Write letter to parents of student affected by crisis.

CTMember 1

- Maintain open door for support areas.

Team students with specific needs.

CTMember 1

- Gather Team to revise plan of action.

1st Designee

- Contact family to offer condolence.

1st Designee

- Contact parents of student with specific needs.

CTMember 1/CTMember2

DAY 3

- Maintain open door for support area.

CTMember 1/CTMember2

- Make arrangements for staff/students to attend funeral.

1st Designee

- Field questions on funeral and other activities.

CTMember 2

- Send sympathy cards.

CTMember 1

- Gather Team to debrief/determine closure activities. CTMember 2

DAYS 4 & 5

- If needed, maintain open door for support areas.
Make referrals to outside counseling agencies as needed. CTMember 1/Scott Cook
- Gather Team to debrief and evaluate. 1st Designee
- Identify which staff/students need follow-up support Services. CTMember 1/CTMember 2
- Contact family to offer community referrals. CTMember 1

I. CRISIS MANAGEMENT CHECKLIST

1. GATHER THE CRISIS TEAM TOGETHER

Members (check those who will be involved):

:

- _____ Principle
- _____ 1st Designee
- _____ 2nd Designee
- _____ CTMember 1.
- _____ CTMember 2.
- _____ CTMember 3
- _____ CTMember 4
- _____ CTMember 5

2. CHECK THE FACTS OF THE CRISIS

Information source(s):

Name	Position	Contact number
------	----------	----------------

3. ADAPT THE PLAN TO FIT THE CRISIS

Discuss the following aspects of crisis management to develop a plan to fit the current situation.

4. RELEASE OF INFORMATION

NOTIFICATION OF STAFF

When _____

Method of notification _____

Who is responsible _____

INFORMATION RELEASED TO CALLERS

What information will be given to callers?

Who will give this information?

Instructions to secretarial staff answering phones (by whom)

INFORMATION RELEASED TO STUDENTS

Method of contact _____

Who is responsible _____

What information will be released

5. FACULTY RESPONSIBILITIES

Check off those things that you would like the faculty to do.

_____ Announce event to student body:

What to announce:

_____ Identify students in need of counseling and refer to appropriate resources

_____ Change in instructional routine

_____ Postpone testing

_____ Shorten and restructure assignments for few days

_____ Discuss crisis

_____ Engage in activities with students related to handling the crisis

_____ Other

7. ADMINISTRATOR RESPONSIBILITIES

_____ Contact appropriate sponsor personnel

_____ Identify additional individuals who can work with students if needed.

name _____ phone # _____

name _____ phone # _____

name _____ phone # _____

_____ Keep staff updated.

_____ Identify faculty and staff in need of counseling.

_____ Follow up faculty meeting with staff.

Emergency Instructions for Staff ~ Quick Guide

Evacuate!

If a Fire, Gas Leak, or Explosion:

*Alarm sounds/intercom/messengers.
Exit according to map or other instructions.*

Shelter in Place!

*If a Chemical or Civil Situations:
You may be asked to tape doors, vents, turn off A/C.
Stay in place, do not let anyone out; do not let anyone in.
Wait for instructions by intercom or messenger.*

Bomb Threat!

Special Announcement
Inspect areas assigned.
Immediately report any unusual item to Head of School.
If no item found, wait for further instructions.
Follow fire drill routes.*

Emergency Information

Emergency Exit Guidelines/Procedures (must be posted)

*Exit when alarm sounds, or intercom or messenger tells you.
Immediately stop work and move to the designated exit.
Leave items except for valuables, if immediately accessible.
The first person holds the door open for others.
The last person checks that everyone is out and closes door.*

*Everyone goes to a predetermined area.
Keep streets and driveways clear.
Note: an alternate route may be used.
Wait for other instructions.*

Basic procedures for crisis situations:

- 1. Assess the situation***
- 2. Call Fire/Police: 911***
- 3. Call Governing Board: 799-6620***
- 4. Follow specific procedures outlined in Crisis Response Plan***

The next pages will outline SPECIFIC PROCEDURES for the following crisis events:

Aircraft Accident
Bees at school facilities
Biological Chemical Threat
Bomb Threat
Chemical Spill/Toxic Emissions
Earthquake
Fire/Explosion
Flood
Hostage/Barricaded Subject
Lock Out
Power Outage/Heat Stress
Shelter-in-Place/Lockdown
Shooting at school facilities

Specific Procedure – Aircraft Accident

During the crisis

- I. School Crisis Response Administrator will determine if the School Crisis Response Team should be activated, and if so, assignments begin.*
- II. School Crisis Response Administrator (or designee) will notify proper authority immediately:*
 - A. Fire/Police: 911*
- III. School Crisis Response Administrator will decide whether to evacuate the school or activate lock down procedures.*

After the crisis

- I. The facility must be inspected by fire/police and inspection services personnel, before staff and students can return to the school.*
- II. Members of the Governing Board will be called and debriefed of the situation.*

Specific Procedure –Bees at school facilities

During the crisis

- I. If a beehive or swarm is observed on campus immediately:*
 - A. Move indoors.*
 - B. Close all outside doors and windows.*

- II. *If an actual attack by bees occurs:*
 - A. *Instruct others to run to the nearest school building; cover their head with their shirt, jacket, etc., and do not swat at the bees.*
 - B. *School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, and if so assignments begin.*
 - C. *School Crisis Response Administrator, or designee, to notify proper authority immediately:*
 - a. *Fire/Police: 911*
- III. *School Crisis Response Administrator will decide whether to evacuate the school or activate lock down procedures.*
 - A. *Provide first aid, as necessary.*

Specific Procedure – Biological Chemical Threat

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

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

During the crisis

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

After the crisis

- I. *School must be inspected by one or more of the following before staff can enter the building:*
 - A. *County Hazardous Material Department*
 - B. *County health Department*
- II. *Members of the Governing Board will be called and debriefed of the situation.*

Bomb Threats

During the Crisis

- I. *Message of bomb threat received.*
 - A. *If a threat is received by telephone, person receiving the call should pay close attention to exact wording, speech characteristics and background noises. Fill out Bomb Threat Checklist.*
 - B. *If a bomb threat is received by a note, letter or other written message, (handle the item no more than absolutely necessary) and do the following:*
 - a. *Copy the contents of the message.*
 - b. *Protect the original message (plastic or other cover) so that fingerprints or other identifying marks are not smeared or destroyed.*
 - c. *Give the message immediately to the Head of School without delay.*

BOMB THREAT CHECKLIST

CALL RECEIVED BY _____ TIME _____ DATE _____

1. ASK THESE QUESTIONS:

WHERE IS THE BOMB? _____

WHEN WILL IT GO OFF? _____

WHY ARE YOU DOING THIS? _____

2. EVALUATE THE VOICE OF THE CALLER AND CHECK THE APPROPRIATE SPACES:

MAN _____ INTOXICATED _____ OTHER _____

WOMAN _____ SPEECH IMPEDIMENT _____

CHILD _____ SPECIAL ETHNIC CHARACTERISTICS _____

AGE (Approx.) _____

3. LISTEN FOR ANY BACKGROUND NOISE AND CHECK THE APPROPRIATE SPACES:

MUSIC _____ BABIES OR CHILDREN _____ MACHINE NOISE _____

CONVERSATION _____ AIRPLANE _____

TYPING _____ CARS OR TRUCKS _____ OTHER _____

4. REMARKS: (Give exact wording of threat message)

Specific Procedure – Chemical Spill/Toxic Emissions

During the crisis

- I. School Crisis Response Administrator will determine if the school Crisis Response Team should be activated, if so assignments begin.*
- II. School Crisis Response Administrator, or designee, will notify proper authority immediately:*
 - A. Fire/Police: 911*
- III. School Crisis Response Administrator will decide whether to evacuate the school or activate lock down procedures.*
 - A. School Crisis Response Administrator will determine whether the HVAC, power and or water should be shut down.*
 - B. Isolate the area (close doors, prevent entry) and contact the Fire Department.*

After the crisis

- I. Fire department section will determine when the school/surrounding area is safe for students and staff to return to the building*
- II. Members of the Governing Board will be called and debriefed of the situation.*

Specific Procedure – Earthquake

During the crisis

- I. School Crisis Response Administrator to make a school-wide announcement to tell staff to take the following action:*
 - A. Get under desks or tables if available.*
 - B. Drop and tuck if in the hall, stairway or open area.*
 - C. Move away from windows or out from under heavy suspended light fixtures/objects.*
- II. School Crisis Response Administrator will determine if the School Crisis Response Team should be activated, if so assignments begin.*
- III. School Crisis Response Administrator, or designee, will notify proper authorities immediately:*
 - A. Fire/Police: 911*
 - B. Governing Board.*
- IV. School Crisis Response Administrator will decide whether to evacuate the school or activate shelter-in-place procedures.*

After the crisis

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

Specific Procedure – Fire/Explosion

During the crisis

- I. School Crisis Response Administrator will determine if the School Crisis Response Team should be activated, if so assignments begin.*
- II. School Crisis Response Administrator, or designee, will notify proper authority immediately:*
 - A. Fire/Police: 911*
 - B. Governing Board*

- III. *School Crisis Response Administrator will decide whether to evacuate the school or activate shelter-in-place procedures.*

After the crisis

- I. *Facility must be inspected by fire/police before staff and can return to the school.*

Specific Procedures - Flood

During the crisis

- I. *School Crisis Response Administrator will determine if the School Crisis Response Team should be activated, if so assignments begin.*
- II. *School Crisis Response Administrator, or designee, will notify proper authority immediately:*
 - A. *Fire/Police: 911*
 - B. *Governing Board*
- III. *School Crisis Response Team will take control of situation until arrival of fire/police units.*

After the crisis

- I. *Facility must be inspected by fire/police before staff can return to the school.*

Specific Procedures – Hostage/Barricaded Subject

During the crisis

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

After the crisis

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

Specific Procedure – Lock Down

There may be times when the School Crisis Response Administrator will need to call the school into a lock down. These procedures ensure that the school is secure and people inside the school cannot leave, and people outside cannot get in the school. **Explanation:** A lock down will be called for various reasons, such as bomb threats, civil unrest or police activity outside of the school or in the vicinity of the school, and does not require that the school be secured with tape and plastic sheeting.

During the crisis

- I. School Crisis Response Administrator will determine if the situation warrants a lock down.
- II. If a lock down is necessary, the School Crisis Response Administrator will announce that the school will begin lock down procedures. Procedures for Lock down are as follows:
 - A. Remove staff from outside locations.
 - B. Direct staff to offices.
 - C. Lock main door and office doors.
 - a. The School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin.
 - b. School Crisis Response Administrator, or designee, will notify proper authority immediately
 - A. Fire/Police: 911

After the crisis

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

Specific Procedures – Power Outage/Heat Stress

During the crisis

- I. School Crisis Response Administrator to notify Nevada Power and find out when power will be restored.
- II. School Crisis Response Administrator will determine if the School Crisis Response Team should be activated, if so assignments begin.
- III. School Crisis Response Administrator, or designee, will notify proper authority immediately:
 - A. Fire/Police: 911
- IV. School Crisis Response Administrator to decide whether it is necessary to evacuate the school.
- V. School Crisis Response Administrator will take control of situation until arrival of fire/police units.
 - A. Ensure window blinds are closed and interior classroom and office doors are open.
 - B. Ensure availability of water.
- VI. Cancel scheduled school work if necessary.

SHELTER IN PLACE DRILL/EMERGENCY PLAN

Definition

A Shelter in Place means enclosing and sealing a space or location by trapping breathable air to protect against an external toxic gas release.

Overview

NRS 392.450, Section 2, requires Shelter-In-Place drills during the school year to instruct pupils on appropriate procedures in the event of a chemical release incident or other related emergency. Area fire departments will conduct Shelter-In-Place drills. Shelter-In-Place is an effective alternative method, which can be used to protect students and staff during an emergency, which involves an area-wide release of toxic gas when a timely means of evacuation is not available. Although the school will not have any students at its facilities, school staff must be prepared to conduct shelter in place drills and be familiar with the procedure in

case of a real emergency. Evacuation is always to be considered first when time and transportation are available and staff and students can be moved before a hazardous concentration of toxic gas develops.

Procedures

- Notification of drill or emergency will be accomplished by voice command using school intercom, and/or other means of verbal communication.
- Individual staff members will be assigned specific external doors to seal with plastic and masking tape. Each outside door will be assigned to a primary and secondary staff member to ensure each outside entrance is sealed when teachers may be absent from school. Each individual room will be provided with plastic and masking tape.
- Signs will be posted on exterior doors stating, "Building sealed for students' protection. Please keep out." (Post these on doors during drills also.) No classrooms exist in the school facility, so individual classrooms won't be sealed off.
- **OUTSIDE DOOR WINDOWS SHOULD NOT BE COVERED WITH DECORATIONS, NAMES, ETC. AT ANY TIME.**
- No one goes anywhere. **LOCK YOUR DOOR!**
- Do not leave your office or area unless given specific directions.
- As a drill, members of the fire department may enter your office and ask how you would seal an exterior door during a Shelter in Place event.
- Office personnel will monitor the situation and provide updates and further specific instructions.

Shelter In Place – Assignments

Head of School – Main Office (Command Post)

- Alert teachers and staff –
- Remain in command post – main office.
- Notify Fire Department if information was not supplied by Fire Department

CTMember 2/CTMember 3 (Facilities)

- Shut down HVAC System.

Teachers & Staff

- Seal exterior doors.

Specific Procedures – Shooting on Campus

During the crisis

- I. School Crisis Response Administrator will activate the School Crisis Response Team, assignments begin.
- II. School Crisis Response Administrator, or designee, will notify proper authority immediately:
 - A. Fire/Police: 911
- III. School Crisis Response Administrator to decide whether to evacuate the school or activate lock down procedures.
- IV. School Crisis Response Team to take control of situation until arrival of fire/police units.
 - A. If threat of shooting occurs:
 - a. Lock outside doors
 - b. Lock office doors.
 - c. Do not open classroom doors to anyone requesting entry unless authorized by on-site police or School Crisis Response Administrator.

B. *If actual shooting occurs:*

- a. Immediately notify the School Crisis Response Administrator of the shooting and the location the shooting occurred.*
- b. Instruct others to lie flat on the ground or floor, covering their heads with their arms.*
- c. Do not bunch up in groups.*
- d. Lock doors.*
- f. Do not open doors for any reason unless authorized by on-site police or School Crisis Response Administrator.*
- g. Do not open classroom doors to anyone requesting entry unless authorized by on-site police or School Crisis Response Administrator.*
- h. Provide first aid, as necessary.*

After the crisis

- I. Perimeter of school must be secured by police units before staff can return to the school.*
- II. Members of the Governing Board will be called and debriefed of the situation.*

**NEVADA DEPARTMENT OF EDUCATION
Charter School Application
Special Education Portion Component 1**

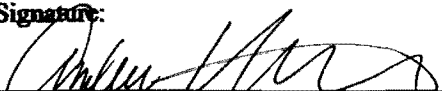
INSTRUCTIONS

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.	
NEVADA PREPARATORY ACADEMY, AMBER VARRICCHIO, LIAISON	
Signature: 	Date: Sept. 2, 2012

Attachment

B.2

The five (5) members of the Committee to Form the Charter School meet the membership requirements of NRS386.520 by holding the following positions:

Phil Mascia	Nevada Licensed Teacher
Melanie Rodriquez	School Administrator with out of state license
Amber Varricchio	Parent of a pupil to be enrolled in Nevada Preparatory Academy
Nushina Piazza	Possesses knowledge and experience in field of accounting
Dawn Simon	Possesses knowledge and experience in field of human resources

Gentlemen,

Please accept this communication as notice of the change of name for our submitted Charter School Application. The working name of our school had been Las Vegas Preparatory Academy. After the Committee to Form reviewed city sites we questioned the wisdom of limiting the name of the school to only include Las Vegas when it has always been our hope to reach students across the state. Our Committee decided on the official name change and our Charter School Application does indeed reflect that. The name we have adopted is Nevada Preparatory Academy. This way our brand can remain constant throughout the great state of Nevada.

Please adjust your department records to reflect the adoption of our permanent name change from Las Vegas Preparatory Academy to Nevada Preparatory Academy effective immediately.

If I may be of further assistance please do not hesitate to contact me.

Thank you both and your department staff for the amazing job you all do.

Sincerely,

Amber Varricchio

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Affirmed.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
I saw the call for board members on the charter alliance webpage and applied.

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

My career in education has afforded me an opportunity to positively influence the lives of many children. A role on the board allows me to continue this work

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have not previously served on a school board; however, I believe my educational, administrative and operational experience, and leadership abilities would be well suited to guide the school and ensure that it achieves its intended mission.

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

To provide governance, in strategic planning, finance, operational effectiveness and teaching and learning elements of the school.

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

Two decades of educational, teaching and administrative experience with particular emphasis on use of data to drive instruction, curriculum development and educational leadership.

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?

After one year, the school will successfully pass on students into the next grade level with matriculation rates better than the Clark County average and grade level testing results better than the Clark County average. Within four years, the school will successfully pass on students to the next grade level with matriculation rates better in the top 10% of Clark County schools and grade level testing results better than 90% of Clark County schools.

II. Educational Philosophy

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

The purpose/mission of the school is to creating innovative teaching methods to improve the academic achievement of students and to develop leadership talent in the students.

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

Yes. Better than the majority of public schools I have encountered.

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?

Better graduation rates into the next grade level and better standardized testing scores than the county and state average Success stems from engaging students with quality teachers and classes when coupled with good fiscal management and accountability.

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.

No

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

No pre-existing relationships.

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

No.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

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").

No.

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

No.

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

No.

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

In such a situation, the board (absent the member) would need to convene to decide whether or not there was sufficient cause to warrant an internal investigation. If so, the board member would need to be confronted and offered the opportunity to explain the facts. The matter would need to be referred to the appropriate authorities pursuant to NRS code. Until the matter is thoroughly investigated, the prudent course of action would be to prohibit the board member from voting/decision matters relating to the allegations.

From: [Thomas McCormack](#)
To: [Las Vegas Prep](#)
Cc: [Steve Canavero](#); [Allyson Kellogg](#); [Angela Blair](#); [Katherine Rohrer](#); [Danny Peltier](#)
Subject: RE: Response to Questions for Nevada Preparatory Academy
Date: Wednesday, September 05, 2012 2:58:46 PM

Ms. Varricchio,

Regarding the involvement of Sean McManus and Roy Harden in your application, the application will be reviewed by a team of reviewers, not only me, and I cannot speak for them. Presumably you and your committee performed due diligence in reviewing the background of McManus and Harden, and based on that due diligence you made a choice to engage them to advise you in the writing of your application.

Tom McCormack
Education Program Professional
State Public Charter School Authority
tmccormack@spsca.nv.gov
775-687-9149
775-687-9113 (fax)

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From: Las Vegas Prep [mailto:lasvegasprepacademy@gmail.com]
Sent: Tuesday, September 04, 2012 4:43 PM
To: Thomas McCormack
Subject: Fwd: Response to Questions for Nevada Preparatory Academy

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From: Las Vegas Prep <lasvegasprepacademy@gmail.com>
Date: Tue, Sep 4, 2012 at 4:37 PM
Subject: Response to Questions for Nevada Preparatory Academy
To: Thomas McCormack <tmccormack@doe.nv.gov>
Cc: themama70@aol.com

Mr. McCormack,

Thank you very much for your follow up with us regarding the items in question. Let me

address in this email your first question.

1. "Identify the role played by Sean McManus and/or Roy Harden in development of the school."

Mr. McManus has worked with a number of charter schools in Texas, Nevada, and currently California. He has made himself available to us (the Committee) via phone and email and has been willing to help in any way possible with Charter questions, process questions, review of verbiage, and general hand holding. We have always felt that since he was involved in the Charter movement in California, that it was not a direct or indirect conflict to "pick his brain". Mr. McManus did refer us to his acquaintance Roy Harden who has incredible IT experience. Mr. Harden was contacted by us in February of 2012 and has made himself available to help with document continuity, scanning, compiling, proofing, etc. Mr. Harden let us borrow a spare laptop and scanner so that we would have the full version of Microsoft Office and Adobe Acrobat Pro to help us in writing and organizing the Charter. Mr. Harden sent us copies of the Renaissance Academy Charter. Our Committee adopted the High School graduation requirements and the Distance Education Application from the Renaissance Academy Charter with his consent. Mr. Harden was up front with us from the time that we contacted him about his affiliation with Renaissance Academy. Neither gentleman has requested employment and none has been offered. If however, you find yourself or your department with concerns about either gentleman that could potentially damage the prospects of approval or the reputation of the Committee to Form we ask that you please let us know.

2. Your second concern was regarding A.8.5 Please see attached.

3. Clarification of Committee member roles are attached.

4. Request For Information from Rodriguez is attached.

5. Change of School Name. We have attached a letter that was due to go out by email and regular mail to you that addresses the name change. LVLA was always a "working" title for us and while some of the Committee members were attached to it, we ultimately felt that we were limiting our school geographically with the prior name.

6. We will adhere to the September 7, 2012 deadline you gave us for the Distance Education Application.

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