

Promise Academy Charter School

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Promise Academy Charter School 2013 - 2014 Enrollment Form

Student's Last Name		First Name		Middle Name		Apndg		Grade		Gender	
Home Address		City		State		Zip Code					
Mailing Address (if different than Home Address)		City		State		Zip Code					
Home Phone Number		Parent Cell Number		Student Cell Number		CCSD Student ID					
Birth Date		Birth Place (City/State/Country)		SSN (Last Four only) 000-00-							
PARENT/GUARDIAN INFORMATION - MUST BE COMPLETED BY PARENT/GUARDIAN											
Relationship		Parent Last Name		Parent First Name		Middle Initial					
Resides With Yes No		Cell Phone Number		Parent Employer		Occupation		Employer Phone		Work Hours to to	
Relationship		Parent Last Name		Parent First Name		Middle Initial					
Resides With Yes No		Cell Phone Number		Parent Employer		Occupation		Employer Phone		Work Hours to to	
Parent/Guardian Information											
Relationship		Parent Last Name		Parent First Name		Middle Initial					
Home Address		City		State		Zip Code		Phone Number			
School Information											
Last School Attended (Name/Address/City State)		Please circle one		CCSD		Public		Private		Other	
SIBLING INFORMATION											
Siblings at this School		Grade		Siblings at this School		Grade				Grade	
Local Emergency Contact: A person who may be contacted if the parent/guardian is unavailable and who is authorized to pick up the student in an emergency											
Emergency Contact Person		Phone Number		Relationship to Student		Emergency Contact Person		Phone Number		Relationship to Student	

Parent / Guardian Signature _____

Date: _____

School Use Only

Student ID _____

English Prof _____

Home Language:

- 1st Language learned by child:
(circle one)
English Spanish Other
- Language spoken by student
by friends: (circle one)
English Spanish Other
- Language spoken in home:
(circle one)
English Spanish Other

Student Race: (circle one)

- White (not of Hispanic origin)
- Black (not of Hispanic origin)
- Asian / Pacific Islander
- American Indian / Alaskan Native Hispanic
- Is student \geq (25%) American Indian or enrolled in a tribe?

School Information

- Has student ever received Special Education Services?
Circle one: Yes No
- Does student have a current Accommodation Plan (Section 504)
Circle one: Yes No
- Has student been expelled?
Circle one: Yes No

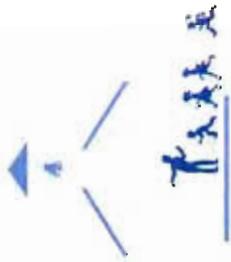
Dear Parent or Guardian:

At Promise Academy, we value your feedback. Please fill out the following survey and return it to your child's teacher or the office. Your feedback is completely anonymous. We appreciate your participation!

Date:

Your child's grade level:

Your child's teacher:



Area of Service	QUALITY RATING					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
ACADEMIC EXCELLENCE						
Our school's educational program is of high quality.						
Our school is doing an excellent job teaching:						
Reading						
Writing						
Math						
Science						
Social Studies						
Fine Arts						
Physical Education						
The size of the classes is better here than the size at their previous school.						
SCHOOL RESOURCES						
My child has access to a variety of resources to help him/her learn.						
Our school's facilities are clean and well maintained.						
LIFE SKILLS TRAINING						
My child is being well prepared to continue his/her education.						
Our school is preparing my child to deal with issues and problems he or she will face in the future.						
The school's programs are broad enough to meet the educational needs of all students in the community.						

Area of Service	QUALITY RATING					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
BEHAVIOR						
Students at our school demonstrate genuine concern for the well-being of fellow students.						
Students in our school demonstrate sensitivity to racial and ethnic issues.						
Teachers and administrators at our school demonstrate genuine concern for the well-being of students.						
Teachers and administrators at our school demonstrate sensitivity to racial and ethnic issues.						
Our school provides students and teachers with a safe and orderly environment.						
Our school's discipline policies are fair and effective.						
PARENT-SCHOOL COMMUNICATION						
I feel welcome in my child's school.						
I receive information I need about the school's programs and events.						
I have a good understanding of the school's programs and operations.						
My views are heard and considered when school decisions are made.						
I am very satisfied with Promise Academy.						
I will recommend this school to others.						
I feel my child's education is better than what they received at their previous school.						
MORE COMMENTS?						

Please expand upon your assessment of any areas in which our school could improve. We welcome your suggestions and will hold an open house later to discuss the results of this survey.

Name: _____

School Year: _____

PROMISE ACADEMY Staff Survey

How long have you been with Promise Academy? _____ months _____ years

What is your overall satisfaction with working at Promise Academy?

I dislike it very much. I enjoy it very much.

1 2 3 4 5 6 7 8 9 10

Are you considering returning to teach at Promise Academy next year? Yes / No
If not why?

Do you wish to remain at your current grade level? Yes / No
If no, what grade level would you prefer? K 1 2 3

What is your overall satisfaction with your co-workers at Promise Academy?

I dislike them very much. I like them very much.

1 2 3 4 5 6 7 8 9 10

What changes would you like to see with your co-workers at Promise Academy?

What is your overall satisfaction with the environment at Promise Academy?

I dislike it very much. I enjoy it very much.

1 2 3 4 5 6 7 8 9 10

What changes would you like to see in the environment at Promise Academy?

What is your overall satisfaction with your classroom environment at Promise Academy?

I dislike it very much. I enjoy it very much.

1 2 3 4 5 6 7 8 9 10

What changes would you like to see in your classroom environment at Promise Academy?

What is your overall satisfaction with professional development at Promise Academy?

I dislike it very much.

I enjoy it very much.

1 2 3 4 5 6 7 8 9 10

What changes would you like to see with professional development at Promise Academy?

When was the last time you received recognition (i.e. an award, genuine praise, etc.)?

Less than 6 months ago / More than 6 months ago / Never

Are you satisfied with your current pay?

Yes / No

I feel administration takes into consideration my thoughts, needs, and ideas when making decisions for the school.

Not at all

Very much so

1 2 3 4 5 6 7 8 9 10

I feel administration is running the school efficiently and effectively.

Not at all

Very much so

1 2 3 4 5 6 7 8 9 10

el administration responds to problems or concerns within a reasonable amount of time.

Not at all

Very much so

1 2 3 4 5 6 7 8 9 10

How well do your supervisors communicate the reasons for doing things within the school?

Very poorly

Very well

1 2 3 4 5 6 7 8 9 10

Do you participate in any community service/involvement activities either school sponsored, encouraged by the school, or on your own?

Yes, school sponsored / Yes, on my own / No

Thank you for your time! Please feel free to use the space below to write any additional comments.

PROMISE ACADEMY Student Survey

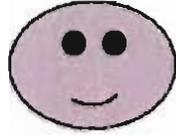
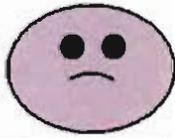
Circle what grade you are in:

K 1 2 3 4 5

What is your teacher's name: _____

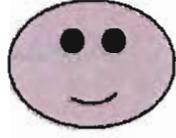
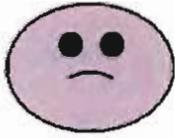
Sample Questions. Please circle one face:

I think pizza is good for dinner.



Don't like it at all. Don't like it. Don't know. Like it. Like it very much.

I like to take out the trash at home.



Don't like it at all. Don't like it. Don't know. Like it. Like it very much.

I like my teacher.



I like going to school most days.



My teacher helps me when I ask for help.



I learn something new each day.



I feel safe and not scared when I'm at school.



I know what the rules are at my school.



Bullies and students who break the rules get into trouble.



My school is clean and neat.



My family comes to school events.



Thank you for your time! Please feel free to use the space below to write any additional comments.

Name: _____

School Year: _____

Administrator(s)

POSITION SUMMARY: Administrator(s) will serve as the instructional leader and chief administrative officer(s) of Promise Academy which consisting of, but not limited to, at-risk, English Language Learner, special education, and general population students. Responsibilities include leadership of an instructional program, operation of the school plant, supervision of employees, coordination of staff and pupil activities, and participation in community affairs in the leadership role.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Increase academic achievement for all students.
2. Interpret, communicate, and implement Promise Academy's identified goals; gather and analyze data to identify and implement the schools goals.
3. Ensure assessment regulations and guidelines are followed at all times.
4. Select, assign, supervise, and evaluate staff; provide appropriate staff development activities to ensure job effectiveness.
5. Plan, organize, and utilize resources for the development and implementation of the school curriculum.
6. Ensure the opportunity for all students to learn in a supportive environment.
7. Establish procedures for utilizing the school's budget with appropriate staff involvement and in a manner consistent with the Promise Academy's guidelines.
8. Establish an effective system for communicating school matters to staff, students, parents, and the community.
9. Implement procedures to foster and maintain community confidence in the school.
10. Ensure accurate student records and attendance accounting and efficient school plant management.
11. Plan, organize, and implement emergency procedures relating to the safety of the students and staff.
12. Maintain standards of student behavior
13. Perform other duties related to the position.

POSITION EXPECTATIONS:

1. Ability to work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations and agencies
2. Ability to utilize and promote participatory management techniques.

3. Evidence of educational leadership, including ability to *promote and provide* opportunities for recognition, development, and leadership among students, staff, and colleagues.
4. Understanding and sensitivity to the needs of the various cultural and ethnic groups in the school community and to the needs of students and staff with handicapping conditions.
5. Communicate effectively both written and orally.
6. Maintain accurate and complete records as required by law and school policy.

POSITION REQUIREMENTS:

1. Bachelor's Degree from an accredited college or university.
2. Must possess or be able to acquire a Nevada teaching license issued by the Nevada Department of Education.
3. Have previously demonstrated at least three years of successful licensed teaching experience in an accredited K-5 public or private school.
4. Successful performance in the position held at the time of application.

Elementary Teacher

POSITION SUMMARY: The teacher will implement into daily student instruction appropriate educational curriculum based on the Nevada State Standards. The teacher will create and maintain an educational atmosphere that encourages effective student learning and supports school programs and goals. This person will be expected to adhere to ***Promise Academy's*** Domains and report directly to the school administration.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Administer appropriate curriculum which is aligned with the Nevada State Standards.
2. Ensure the opportunity for all students to learn in a supportive environment.
3. Create and maintain a positive, orderly, and academically focused learning condition in the instructional environment.
4. Develop and implement the Components of an Effective Lesson and Sheltered Instruction Observation Protocol for instruction.
5. Analyze student progress and provide differentiated instruction.
6. Provide a classroom management/discipline plan ensuring safety at all times.
7. Ensure assessment regulations and guidelines are followed at all times.
8. Develop a classroom climate that promotes positive learning conditions.
9. Integrate technology into the instructional program.
10. Ensure developmentally appropriate skills and activities are implemented.
11. Provide other support and assist with data analysis.

POSITION EXPECTATIONS:

1. Demonstrate knowledge, skill, and ability to provide instruction in an elementary classroom.
2. Work cooperatively with students, parents, peers, administration, and community members.
3. Establish and communicate clear objectives for all lessons, units, and projects.
4. Guide the learning process towards achievement of curriculum goals.
5. Employ a variety of instructional techniques and strategies aligned with instructional objectives, in order to meet the needs of all students.
6. Maintain and evaluate all forms of assessment- formal/informal; formative/summative; classroom driven/state driven.
7. Participate as an active member with other faculty and staff.

8. Maintain accurate and complete records as required by law and school policy.
9. Maintain and improve professional competence.
10. Communicate effectively both written and orally.
11. Perform other job-related duties as assigned by administration.
12. Ensure developmentally appropriate skills and activities are implemented.
13. Integrate technology into the instructional program.

POSITION REQUIREMENTS:

1. Bachelor's Degree from an accredited college or university.
2. Must possess or be able to acquire a Nevada teaching license issued by the Nevada Department of Education.

ELEMENTARY ART Teacher

POSITION SUMMARY: The teacher will implement into daily student instruction appropriate educational curriculum based on the Nevada State Standards. The teacher will create and maintain an educational atmosphere that encourages effective student learning and supports school goals. This person will be expected to adhere to **Promise Academy's** Domains and report directly to the school administration.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Administer appropriate curriculum for Elementary Visual Arts which is aligned with the Nevada State Standards and Discipline Based Art Education Model.
2. Ensure the opportunity for all students to learn in a supportive environment.
3. Create and maintain a positive, orderly, and academically focused learning condition in the instructional environment.
4. Develop and implement the Components of an Effective Lesson and Sheltered Instruction Observation Protocol for instruction.
5. Analyze student progress and provide differentiated instruction.
6. Provide a classroom management/discipline plan ensuring safety at all times.
7. Develop a school climate that promotes positive learning conditions.
8. Work professionally with administrators, staff, parents, and community.
9. Integrate technology into the instructional program.
10. Provide other support and assist with data analysis.

POSITION EXPECTATIONS:

1. Demonstrate knowledge, skill, and ability to provide instruction in an elementary visual arts classroom with an emphasis on the Discipline Based Art Education Model (Art Criticism, Art History, Aesthetics, Art Production).
2. Work cooperatively with students, parents, peers, administration, and community members.
3. Guide the learning process towards achievement of curriculum goals.
4. Establish and communicate clear objectives for all lessons, units, and projects.
5. Employ a variety of instructional techniques and strategies aligned with instructional objectives, in order to meet the needs of all students.
6. Participate as an active member with other faculty and staff.
7. Maintain accurate and complete records as required by law and school policy.
8. Maintain and improve professional competence.
9. Perform other job-related duties and activities as assigned by administration.

POSITION REQUIREMENTS:

1. Bachelor's Degree from an accredited college or university.

2. Must possess or be able to acquire a Nevada teaching license issued by the Nevada Department of Education.

ELEMENTARY Library Media Specialist

POSITION SUMMARY: The teacher will implement into daily student instruction appropriate educational curriculum based on the Nevada State Standards. The teacher will create and maintain an educational atmosphere that encourages effective student learning and supports school programs and goals. This person will be expected to adhere to ***Promise Academy's*** Domains and report directly to the school administration.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Administer appropriate curriculum which is aligned with the Nevada State Standards.
2. Ensure the opportunity for all students to learn in a supportive environment developing attitudes, habits, and skills leading to lifelong literacy.
3. Create and maintain a positive, orderly, and academically focused learning condition in the library media center.
4. Ensure a relevant professional library promoting the professional development of the faculty and staff.
5. Develop and implement the Components of an Effective Lesson and Sheltered Instruction Observation Protocol for instruction.
6. Analyze student progress and provide differentiated instruction.
7. Provide a classroom management/discipline plan ensuring safety at all times.
8. Collaborate with teachers to develop library media center resources.
9. Develop a balanced collection of print and electronic resources representative of diverse points of view.
10. Develop a library media climate that promotes positive learning conditions.
11. Work professionally with administrators, staff, parents, and community.
12. Integrate technology into the instructional program.
13. Provide other support and assist with data analysis.

POSITION EXPECTATIONS:

1. Demonstrate knowledge, skill, and ability to provide instruction in an elementary library media environment.
2. Work cooperatively with students, parents, peers, administration, and community members.
3. Become proficient in library automation software.
4. Facilitate student development of independent use of the school and public libraries.

5. Serve as a resource person to administration, teachers, and students.
6. Guide the learning process towards achievement of curriculum goals.
7. Establish and communicate clear objectives for all lessons, units, and projects.
8. Employ a variety of instructional techniques and strategies aligned with instructional objectives, in order to meet the needs of all students.
9. Participate as an active member with other faculty and staff.
10. Maintain accurate and complete records as required by law and school policy.
11. Maintain and improve professional competence.
12. Perform other job-related duties and activities as assigned by administration.

POSITION REQUIREMENTS:

1. Bachelor's Degree from an accredited college or university.
2. Must possess or be able to acquire a Nevada teaching license issued by the Nevada Department of Education.

ELEMENTARY Music Teacher

POSITION SUMMARY: The teacher will implement into daily student instruction appropriate educational curriculum based on the Nevada State Standards. The teacher will create and maintain an educational atmosphere that encourages effective student learning and supports school programs and goals. The teacher should demonstrate appropriate musical skills in singing, playing keyboard/recorder/guitar, movement and understanding the music processes and methodologies. This person will be expected to adhere to ***Promise Academy's*** Domains and report directly to the school administration.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Administer appropriate curriculum which is aligned with the Nevada State Standards.
2. Ensure the opportunity for all students to learn in a supportive environment.
3. Create and maintain a positive, orderly, and academically focused learning condition in the music environment.
4. Develop and implement the Components of an Effective Lesson and Sheltered Instruction Observation Protocol for instruction.
5. Analyze student progress and provide differentiated instruction.
6. Provide a classroom management/discipline plan ensuring safety at all times.
7. Develop a school climate that promotes positive learning conditions.
8. Work professionally with administrators, staff, parents, and community.
9. Integrate technology into the instructional program.
10. Provide other support and assist with data analysis.

POSITION EXPECTATIONS:

1. Demonstrate knowledge, skill, and ability to provide instruction in an elementary music setting with appropriate musical skills for singing, playing, conducting, and musical literature with an emphasis on Music Education
2. Work cooperatively with students, parents, peers, administration, and community members.
3. Guide the learning process towards achievement of curriculum goals.
4. Establish and communicate clear objectives for all lessons, units, and projects.
5. Employ a variety of instructional techniques and strategies aligned with instructional objectives, in order to meet the needs of all students.
6. Participate as an active member with other faculty and staff.
7. Maintain accurate and complete records as required by law and school policy.
8. Maintain and improve professional competence.
9. Perform other job-related duties and activities as assigned by administration.

POSITION REQUIREMENTS:

1. Bachelor's Degree from an accredited college or university.
2. Must possess or be able to acquire a Nevada teaching license issued by the Nevada Department of Education.

ELEMENTARY Physical Education Specialist

POSITION SUMMARY: The teacher will implement into daily student instruction appropriate educational curriculum based on the Nevada State Standards. The teacher will create and maintain an educational atmosphere that encourages effective student learning and supports school goals. This person will be expected to adhere to **(Name of School)** Domains and report directly to the school administration.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Administer appropriate curriculum which is aligned with the Nevada State Standards.
2. Ensure the opportunity for all students to learn in a supportive environment.
3. Create and maintain a positive, orderly, and academically focused learning condition in the physical education environment.
4. Develop and implement the Components of an Effective Lesson and Sheltered Instruction Observation Protocol for instruction.
5. Analyze student progress and provide differentiated instruction.
6. Provide a classroom management/discipline plan ensuring safety at all times.
7. Develop a classroom/school climate that promotes positive learning conditions.
8. Integrate technology into the instructional program.
9. Provide other support and assist with data analysis.

POSITION EXPECTATIONS:

1. Demonstrate knowledge, skill, and ability to provide instruction in an elementary physical education setting.
2. Work cooperatively with students, parents, peers, administration, and community members.
3. Guide the learning process towards achievement of curriculum goals.
4. Establish and communicate clear objectives for all lessons, units, and projects.
5. Employ a variety of instructional techniques and strategies aligned with instructional objectives, in order to meet the needs of all students.
6. Participate as an active member with other faculty and staff.
7. Maintain accurate and complete records as required by law and school policy.
8. Maintain and improve professional competence.
9. Perform other job-related duties and activities as assigned by administration.

POSITION REQUIREMENTS:

1. Bachelor's Degree from an accredited college or university.
2. Must possess or be able to acquire a Nevada teaching license issued by the Nevada Department of Education.

Part 1 COMPLIANCE CHECKLIST

This is a checklist to follow when applying the Open Meeting Law. References in brackets are to the NRS and sections of this manual.

Does the Open Meeting Law apply?

- _____ Is the entity a public body? [NRS 241.015(3), §§ 3.01-3.08]
- _____ Is the activity exempt from the Open Meeting Law? [§§ 4.01-4.06]
- _____ Is a meeting going to occur? [NRS 241.015(2), §§ 5.01-5.10]
 - _____ Will a quorum of the members of the public body be present? [§ 5.01]
 - _____ To deliberate toward a decision or take action? [§ 5.01]
 - _____ On any matter over which the public body has supervision, control, jurisdiction or advisory power? [§ 5.01]

Agenda (See Sample Form 1)

- _____ Has a clear and complete agenda of all topics to be considered been prepared? [NRS 241.020(2)(c), §§ 6.02, 7.02]
- _____ Does it list *all* topics scheduled to be considered during the meeting? [§§ 6.02, 7.02]
- _____ Have all the topics been clearly described in order to give the public adequate notice? [§§ 6.02, 7.02]
- _____ Does the agenda include a designated period for public comments? Does the agenda state that action may not be taken on the matters considered during this period until specifically included on an agenda as an action item? [§§ 6.02, 7.04, 8.04]
- _____ Does the agenda describe the items on which action may be taken and clearly denote that action may be taken on those items? [§§ 6.02, 7.01]
- _____ Has each closed session been denoted, and if action is to be taken in an open session after the closed session, was it indicated on the agenda? [§§ 7.02, 9.06]

Notice, posting and mailing (See Sample Form 1)

- _____ Has written notice of the meeting been prepared? [NRS 241.020(2), § 6.01]
- _____ Does it include:
- _____ The time, place and location of the meeting? [§ 6.02]
- _____ An agenda as prepared in accordance with the above standards?
- _____ A list of places where the notice was posted? [§ 6.02]
- _____ A statement regarding assistance and accommodations for physically handicapped people? [§ 6.02]
- _____ Was the written notice [NRS 241.020(3)(a), § 6.03]
- _____ Posted at the principal office of the public body (or if there is no principal office, at the building in which the meeting is to be held)? [§ 6.03]
- _____ Posted at not less than three other separate, prominent places within the jurisdiction of the public body? [§ 6.03]
- _____ Posted no later than 9 a.m. of the third working day before the meeting (don't count day of meeting)? [§§ 6.03, 6.05]
- _____ Was the written notice [NRS 241.020(3)(b), § 6.04]
- _____ Mailed at no charge to those who requested a copy? [§§ 6.04, 6.07]
- _____ Mailed in the same manner in which the notice is required to be mailed to a member of the body? [§ 6.04]
- _____ Delivered to the postal service used by the body no later than 9 a.m. of the third working day before the meeting? [§ 6.04]
- _____ Have persons who requested notices of the meeting been informed with the first notice sent to them that their request lapses after six months? [NRS 241.020(3)(b), § 6.04]
- _____ If a person's character, alleged misconduct, professional competence, or physical or mental health is going to be considered at the meeting, has that person been given written notice of the time and place of the meeting? [NRS 241.033(1), § 6.09]
- _____ Was it personally delivered to the person at least *five working days* before the meeting *or* sent by certified mail to the last known address of that person at

least *21 working days* before the meeting? (Nevada Athletic Commission is exempt from these timing requirements.) [NRS 241.033(1)-(2)]

_____ Did the public body receive proof of service of the notice before holding the meeting? (Nevada Athletic Commission not exempt from this requirement.) [NRS 241.033(1)-(2)]

Agenda support material made available to public

_____ Upon request, has at least one copy of an agenda, a proposed ordinance or regulation which will be discussed at the meeting, and any other supporting material (except confidential material as detailed in the statute) been provided at no charge to each person who so requests? [NRS 241.020(4), §§ 6.06, 6.07]

Emergency Meeting

_____ Is this an emergency meeting? [NRS 241.020(1) and (5), § 6.08]

_____ Were the circumstances giving rise to the meeting unforeseen?

_____ Is immediate action required?

_____ Has the entity documented the emergency?

_____ Has an agenda been prepared limiting the meeting to the emergency item?

_____ Has an attempt been made to give public notice?

_____ While the notice and agenda requirements may be relaxed in an emergency, are other provisions of the Open Meeting Law complied with (e.g., meeting open and public, minutes kept, etc.)?

Closed Session (See Sample Form 3)

_____ Is a closed session specifically authorized by statute? [NRS 241.030(1), §§ 9.01-9.07]

_____ Have all the requirements of that statute been met?

_____ If a closed session is being conducted to consider character, misconduct, competence, or physical or mental health of a person under NRS 241.033:

_____ Is the subject person an elected member of a public body? If so, a closed session is not authorized. [NRS 241.031, § 9.03]

- _____ Is the closed session to discuss the appointment of any person to public office or as a member of a public body? If so, a closed session is not authorized. [NRS 241.030(3)(e), § 9.03]
- _____ Has the subject been notified as provided above? Is there proof of service? [§ 6.09]
- _____ If a recording was made of the open session, was a recording also made of the closed session? [§ 9.06]
- _____ Was the subject person given a copy of the recording of the closed session if requested? [NRS 241.033(3), § 9.06]
- _____ Have minutes been kept of the closed session? [§ 10.02]
- _____ Have minutes and recordings of the closed session been retained and disposed of in accordance with NRS 241.035(2)? [§ 10.03]
- _____ Was a motion made to go into closed session which specifies the nature of the business to be considered? [NRS 241.030(2), § 9.06]
- _____ Was the discussion limited to that specified in the motion? [§ 9.06]
- _____ Did the public body go back into open session to take action on the subject discussed (unless otherwise provided in a specific statute)? [§ 9.06]

Meeting open to public; accommodations

- _____ Have all persons been permitted to attend? [NRS 241.020(1), § 8.01]
- _____ Was exclusion of witnesses at hearings during the testimony of other witnesses handled properly? [NRS 241.030(2)(c), § 8.06]
- _____ Was exclusion of persons who willfully disrupt a meeting to the extent that its orderly conduct is made impractical handled properly? [NRS 241.030(3)(b), § 8.05]
- _____ Have members of the public been given an opportunity to speak during the public comment period? [NRS 241.020(2)(c)(3), § 8.04]
- _____ Are facilities adequate and open? [§ 8.02]
- _____ Have reasonable efforts been made to assist and accommodate physically handicapped persons desiring to attend? [NRS 241.020(1), § 8.03]

_____ If the meeting is by telephone or video conference, can the public hear each member of the body? [§ 5.05]

_____ Have members of the general public been allowed to record public meetings on audiotape or other means of sound reproduction as long as it in no way interferes with the conduct of the meeting? [NRS 241.035(3), § 8.08]

Stick to agenda; emergency agenda items

_____ Have actual discussions and actions at the meeting been limited to only those items on the agenda? [§ 7.03]

_____ If an item has been added to the agenda as an emergency item: [NRS 241.020(2) and (5), § 6.08]

_____ Was it due to an unforeseen circumstance?

_____ Was immediate action required?

_____ Has the emergency been documented in the minutes?

_____ Did the body refrain from taking action on discussion items or public comment items? [NRS 241.020(2)(c)(3), § 7.04]

Recordings

_____ If any recordings were made of the meeting by the body: [NRS 241.035(4), § 10.04]

_____ Have they been made of the closed session as well as open sessions? [NRS 241.035(5), § 9.06]

_____ Have recordings of open sessions been made available to the public within 30 workings days? [NRS 241.035(2)]

_____ Have all recordings been retained for at least one year after the adjournment of the meeting? [NRS 241.035(4)(a)]

_____ Have recordings of open sessions been treated as public records in accordance with public records statutes? [NRS 241.035(4)(b)]

_____ Have recordings of closed sessions been made available to the subjects of those sessions, if requested? [NRS 241.033(3)]

Minutes (See Sample Form 2)

- _____ Have minutes been prepared of both the open and closed sessions? [NRS 241.035(1), § 10.02]
- _____ Do they include at a minimum the material required by NRS 241.035(1)? [§ 10.02]
- _____ Are minutes of open sessions kept as public records under the public record statutes and NRS 241.035(2)?
- _____ Have minutes of open sessions been made available for inspection by the public within 30 working days after the adjournment of the meeting, retained for at least five years, and otherwise treated as provided in NRS 241.035(2)?
- _____ Have minutes of closed sessions been made available to the subjects of those sessions if requested? [NRS 241.035(2)]

Noncompliance

- _____ Have any areas of noncompliance been corrected? [§§ 11.01, 11.02, 11.03, 11.04]
- _____ If litigation is brought to void an action or seek injunctive or declaratory relief, was it brought within the time periods in NRS 241.037(2)? [§ 11.07]

OPEN MEETING LAW COMPLAINT FORM

THIS FORM MUST BE FILLED OUT COMPLETELY

Name of Complainant: _____

Mailing Address: _____

City and State: _____

Daytime Telephone: _____

Name of Public Body: _____

(i.e., specific board, commission, agency, etc.)

Date of Meeting where Alleged Violation occurred: _____

(Note: A separate form must be completed for each meeting date/alleged violation.)

Describe Specific Violations: _____

(use additional pages, only if necessary)

DATE SUBMITTED: _____

(Signature of Complainant)

Return original form to:

Office of the Attorney General
ATTN: OML Coordinator
100 North Carson Street
Carson City, Nevada 89701-4717
Telephone: (775) 684-1100
Facsimile: (775) 684-1108

(Fax copies will be accepted followed by original)

Robert's Rules of Order - Summary Version

For Fair and Orderly Meetings & Conventions

Provides common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of ALL business is controlled by the general will of the whole membership - the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate - to act according to its considered judgment AFTER a full and fair "working through" of the issues involved. Robert's Rules provides for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should "undue strictness" be allowed to intimidate members or limit full participation.

The fundamental right of deliberative assemblies require all questions to be thoroughly discussed before taking action!

The assembly rules - they have the final say on everything!
Silence means consent!

- Obtain the floor (the right to speak) by being the first to stand when the person speaking has finished; state Mr./Madam Chairman. Raising your hand means nothing, and standing while another has the floor is out of order! Must be recognized by the Chair before speaking!
- Debate can not begin until the Chair has stated the motion or resolution and asked "are you ready for the question?" If no one rises, the chair calls for the vote!
- Before the motion is stated by the Chair (the question) members may suggest modification of the motion; the mover can modify as he pleases, or even withdraw the motion without consent of the seconder; if mover modifies, the seconder can withdraw the second.
- The "immediately pending question" is the last question stated by the Chair! Motion/Resolution - Amendment - Motion to Postpone
- The member moving the "immediately pending question" is entitled to preference to the floor!
- No member can speak twice to the same issue until everyone else wishing to speak has spoken to it once!
- All remarks must be directed to the Chair. Remarks must be courteous in language and deportment - avoid all personalities, never allude to others by name or to motives!
- The agenda and all committee reports are merely recommendations! When presented to the assembly and the question is stated, debate begins and changes occur!

The Rules

- **Point of Privilege:** Pertains to noise, personal comfort, etc. - may interrupt only if necessary!
- **Parliamentary Inquiry:** Inquire as to the correct motion - to accomplish a desired result, or raise a point of order
- **Point of Information:** Generally applies to information desired from the speaker: "I should like to ask the (speaker) a question."
- **Orders of the Day (Agenda):** A call to adhere to the agenda (a deviation from the agenda requires Suspending the Rules)
- **Point of Order:** Infraction of the rules, or improper decorum in speaking. Must be raised immediately after the error is made
- **Main Motion:** Brings new business (the next item on the agenda) before the assembly
- **Divide the Question:** Divides a motion into two or more separate motions (must be able to stand on their own)
- **Consider by Paragraph:** Adoption of paper is held until all paragraphs are debated and amended and entire paper is satisfactory; after all paragraphs are considered, the entire paper is then open to amendment, and paragraphs may be further amended. Any Preamble can not be considered until debate on the body of the paper has ceased.
- **Amend:** Inserting or striking out words or paragraphs, or substituting whole paragraphs or resolutions
- **Withdraw/Modify Motion:** Applies only after question is stated; mover can accept an amendment without obtaining the floor
- **Commit /Refer/Recommit to Committee:** State the committee to receive the question or resolution; if no committee exists include size of committee desired and method of selecting the members (election or appointment).
- **Extend Debate:** Applies only to the immediately pending question; extends until a certain time or for a certain period of time
- **Limit Debate:** Closing debate at a certain time, or limiting to a certain period of time
- **Postpone to a Certain Time:** State the time the motion or agenda item will be resumed
- **Object to Consideration:** Objection must be stated before discussion or another motion is stated
- **Lay on the Table:** Temporarily suspends further consideration/action on pending question; may be made after motion to close debate has carried or is pending
- **Take from the Table:** Resumes consideration of item previously "laid on the table" - state the motion to take from the table
- **Reconsider:** Can be made only by one on the prevailing side who has changed position or view
- **Postpone Indefinitely:** Kills the question/resolution for this session - exception: the motion to reconsider can be made this session

- **Previous Question:** Closes debate if successful - may be moved to "**Close Debate**" if preferred
- **Informal Consideration:** Move that the assembly go into "**Committee of the Whole**" - informal debate as if in committee; this committee may limit number or length of speeches or close debate by other means by a 2/3 vote. All votes, however, are formal.
- **Appeal Decision of the Chair:** Appeal for the assembly to decide - must be made before other business is resumed; NOT debatable if relates to decorum, violation of rules or order of business
- **Suspend the Rules:** Allows a violation of the assembly's own rules (except Constitution); the object of the suspension must be specified

Taken from www.RobertsRules.org

.....

Name / Company Name
Address
City, State, Zip
Phone Number
SS# / Tax ID #

Promise Academy Invoice

Date

Promise Academy Charter School
Address TBD
LAS VEGAS, NV

Services Rendered:

Date.....Duty.....\$ total

TOTAL DUE\$ total

Signature

Date

For Office Use Only:

Invoice # _____ Approved by: _____ Date: _____
Total Paid _____ Invoice Complete: YES NO

To: Nevada Public Charter School Authority

Attn: Dr. Steve Canavero, Director

Phone: 775-687-9160

From: Promise Academy

Date: August 6, 2012

In the 2013-2014 school year, we would like to open a new, public charter school called Promise Academy located in Clark County to be sponsored by the Nevada Public Charter School Authority. Although we are submitting our application in 2013, we plan on applying for a "Subsection 7 Charter" and officially opening in August of 2013. We will use the additional year (2012 - 2013) to locate a building and secure funding. The focus of our Charter School will be on second language learners, an at-risk population, and will include developing their English language proficiency. Our purpose will be to prepare students with a strong foundation to meet the rigorous demands they will face in their future, whether it be in college and/or career. Although Special Education students may enroll, they will not be the primary focus of the school.

For any further questions please feel free to contact one of the following people:

Katie Pellegrino pk4134@interact.ccsd.net 702-303-4022
11180 Varedo Ct. Las Vegas, NV 89141
Fax: 702-799-8890

Amy Zeiders abz738@interact.ccsd.net 702-496-9372
1948 Windfall Ave. Henderson, NV 89012
Fax: 702-799-2132

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?

Enrollment will have a teacher to pupil ratio of 1:18

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.

Promise Academy Charter School is a free public charter school focusing primarily on second language learners while developing their English Language proficiency. Our mission is to create an enriching, effective learning environment using research based strategies that are developmentally appropriate to master state standards. Our purpose is to prepare our students with a strong foundation to meet the rigorous demands they will face in their future, whether it be in college and/or career. We believe all students can learn given purposeful, explicit instruction. Our goals are aligned with what is necessary for students to make gains in both language and academics.

Promise Academy Charter School will open as a K-2nd grade school in 2013, each year adding a consecutive grade level.

HIGHLIGHTS

- Focus on second language students
- Building English language as well as academics
- 18 students per class
- Well trained teachers
- 3 week winter break

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:

K. Pellegrino

Date:

8-31-12

Printed Name:

Katie Pellegrino

Projected Enrollment per grade

Year 1: In our initial year of operation we will be a Kindergarten – Second grade school. We have set a teacher to pupil ratio of 1: 18 for all of our classrooms. Therefore we will estimate having 72 students per grade level for a total of 216 students in our initial year.

Year 2: For our second year of operation we will add third grade which will make us a Kindergarten – Third grade school. We will continue having our teacher to pupil ratio of 1:18 in all classrooms. Therefore in our second year we will serve 72 students per grade level for a total of 288 students in our second year.

SECTION

A

A.1: Mission, Vision, and Educational Philosophy

Promise Academy Narrative

8/31/2012

Narrative A.1.1

The purpose of Promise Academy is to improve the academic achievement of pupils through the use of effective and innovative methods of teaching.

Narrative A.1.2

Our mission is to create an enriching, effective learning environment using research based strategies that are developmentally appropriate so that all students master the Common Core State Standards. Our focus is on second language learners and will include developing their English Language proficiency. Our purpose is to prepare our students with a strong foundation to meet the rigorous demands they will face in their future, whether it be in college and/or career.

Student friendly: "Promise Academy creates an environment where all students can learn and become prepared for their future".

Narrative A.1.3

Vision Statement: Promise Academy will be a high achieving student-centered school, primarily targeting second language learners, focused on preparing students with a strong foundation, academically, emotionally, and socially, to be successful in all future endeavors.

- (Academic) - Second Language students will be able to meet Common Core Standards measured by AMAO and AYP based on yearly gains through CRT/state data.
- (Emotional/Social) - Our families will see themselves as partners in their child(ren)'s

education and will be attending school-wide events and volunteering at the school.

- While striving to be a model institution for academic student success, we aspire to create a partnership with local universities and colleges to train perspective teachers in effective teaching strategies that develop content knowledge. As a result, the teachers in training will gain an understanding of how second language learners become proficient in content and academic language to prepare them for their future service in education.

Narrative A.1.4

Curriculum and assessment deadlines are dictating the pacing of instruction rather than being driven by students' social and academic needs. The majority of students in Clark County are failing due to a lack of conscientious planning and thoughtful instruction. However, Promise Academy believes all students can learn given purposeful, explicit instruction.

Jim Cummins suggests that language development occurs over the course of several years and can be divided into two categories - Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Second language students need time to develop in both of these language categories. We intend to accomplish this through purposeful, explicit instruction in language development that is grounded in the philosophy and research of instructional strategies that include: encompassing balanced literacy across the curriculum, using a language experience approach, process writing, utilizing cooperative learning, and including an inquiry approach to teaching and learning. Professional Development will include making sure that our teachers are trained and supported with the necessary resources

and materials to insure the implementation of these five instructional strategies. We firmly believe that teachers need to teach with a sense of urgency to ensure that all students, especially second language learners, are achieving targeted goals and making adequate growth which will, in turn, provide them with a strong foundation to prepare them for successful futures.

A.2: School-Specific Goals and Objectives

Promise Academy Narrative

8/31/2012

Narrative A.2.1

Goal 1- Promise Academy will increase student academic readiness and social/emotional growth through the following objectives:

- *Objective 1 (Academic)*- 80% of the students will make gains of .5 years, or more, annual growth in academic language as determined by the Idea Proficiency Test (IPT).
- *Objective 2 (Academic)*- 80% of students, who attended Promise Academy for at least three consecutive years, will achieve a student growth percentile that is sufficient for them to be labeled "Keeping Up" and/or "Moving Up" in the areas of ELA and Math as measured by the Nevada Growth Model (NGM) using a nationally-normed assessment.
- *Objective 3 (Academic)*- 80% of the students will be proficient writers of English within four years of enrolling, as determined by the annual Nevada State Writing Proficiency Exam.
- *Objective 4 (Social/Emotional)*- 80% of parents/guardians will demonstrate involvement in their child(ren)'s academic career by attending parent conferences, school-wide activities, other school events, and/or volunteering, as recorded on sign-in sheets.

Narrative A.2.2

Goal 2- Promise Academy will be a financially solvent organization to ensure continued operation in the upcoming years:

- *Objective 1*- Promise Academy will retain 80% of our enrolled students year to year during our first three years of operation.
- *Objective 2*- Promise Academy will demonstrate an 80% overall satisfaction rating in an annual survey administered to parents/legal guardians of students attending the school during each academic year.
- *Objective 3*- Promise Academy will have an ending fund balance of at least 3%.
- *Objective 4*- Teachers employed at Promise Academy will be annually evaluated using a rubric that includes both student performance and teacher performance. This rubric is still under development.

Narrative A.2.3

Promise Academy's first goal, as it relates to academic readiness and social/emotional growth will be measured through a variety of assessments. We will measure students' language and academic growth by using the IPT and other state norm reference tests. In the future, we will be using CRTs to assess our third through fifth grade students once our school expands to include those grades. We will use writing prompts and writing rubrics with *Write From the Beginning* to assess how our students are progressing in their writing. We will be collecting and analyzing artifacts from several areas that relate to parents signing in and participating in school wide activities. These will include sign-in sheets from various parenting events such as parent conferences, volunteering, and family night events.

Promise Academy's second goal is to be a financially solvent organization to ensure continued operation in the upcoming years. We will have our parents/legal guardians complete a survey at the end of each year to determine their satisfaction with

our school and to indicate if they are going to re-enroll their child in our school for the following year so we can ascertain financial needs for upcoming years. At the beginning of the second semester, an independent auditor will be brought in to audit our finances. In evaluating our teachers we will look at both student performance and teacher performance.

Narrative A.2.4

The majority of students in Clark County have been failing due to a lack of conscientious planning and thoughtful instruction. Schools that are designated with a high ELL student population in Clark County continue to show minimal academic growth. Promise Academy believes all students can learn given purposeful, explicit instruction. Our goals are aligned with what is necessary for students to make gains in both language and academics and for parents to be involved and satisfied with their child(ren)'s academics and want them to continue in our school.

A.3: Curriculum and Instruction

Promise Academy Narrative

8/31/2012

Narrative A.3.1

LITERACY:

With the implementation of the Common Core State Standards, we feel that no one curriculum will meet the literacy needs of our students. In researching pedagogy that relates to the Common Core State Standards, we found educational leaders and researchers who support a need for strategic instruction through a balanced literacy approach that includes: guided reading, shared reading, independent reading, shared writing, interactive writing, independent writing, interactive read-alouds, and systematic and explicit word study. In addition, our literacy approach will focus on the 5 Big Ideas from the National Reading Panel: phonemic awareness, phonics, fluency, comprehension, and vocabulary. Some of these educational leaders and researchers who advocate these approaches include: Marilyn Jager Adams, PH.D, Richard Allington, Isabelle Beck, Lucy Calkins, Jim Cummins, Debbie Diller, Ralph Fletcher, Ken & Yetta Goodman, Donald Graves, Stephen Krashen, Debbie Miller, Regie Routman, Timothy Shanahan, Keith Stanovich, and Hallie Yopp.

Purchasing a researched based literacy program promoted by publishers does not ensure that quality instruction is occurring in the classroom. Promise Academy's teachers will have extensive Professional Development in this balanced literacy approach that will allow them to use unique strengths, professional judgment, and experience to meet the goals set out in the Standards as supported by page 4 of the "Introduction" to the Common Core State Standards.

MATH:

Kathy Richardson's Developing Number Concepts and Investigations will be used as the basis for mathematics instruction. These curriculums are developmentally appropriate and are aligned with the Common Core State Standards. Both of these curriculums use an inquiry based approach to learning that lowers the affective filter of the mathematical academic language so students can develop their mathematical skills and concepts while acquiring their English language. Also, these curriculums use a Gradual Release Model (explicit instruction, guided instruction/practice, independent practice). These curriculums provide opportunities for differentiated instructional activities, teaching to multiple intelligences, use of cooperative learning, and numerous scaffolding opportunities in the classroom.

SCIENCE/SOCIAL STUDIES:

A majority of Social Studies and Science instruction will be embedded within English Language Arts instruction and Math instruction. This type of instruction will incorporate numerous opportunities for students to be reading and exposed to grade-level, non-fiction informational texts. Additional follow-up assignments, remediation, and extension activities will be provided to the students during the Social Studies/Science daily schedule.

OTHER:

Art, Music, Health, Physical Education, and Computers will be taught using Nevada State Standards as a guideline for instruction until the Common Core State Standards are written for these content areas.

For further information on the specific curriculum we will use, see Attachment A.3.11.

Narrative A.3.10

Since we will be an elementary school, we will not be transferring credits. Therefore this does not apply to us.

Narrative A.3.12

Promise Academy will provide an environment that prepares students with a strong foundation academically, emotionally, and socially so they may be successful in all future endeavors. This school environment will challenge students using various instructional strategies through direct instruction, indirect instruction, inquiry approach, experiential learning, independent study, and interactive instruction. These strategies will promote student language skills through both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). On a daily basis, teachers will work on: defining content and language objectives, using supplementary materials, building background knowledge, linking prior learning to present learning, teaching and emphasizing key vocabulary, scaffold questioning, using Higher Order Thinking Skills, providing peer-to-peer interaction and various grouping strategies to practice instruction, and reviewing both vocabulary and content taught.

Narrative A.3.13

Year one of Promise Academy's Professional Development will occur the first seven days of teacher contracted time. It will be devoted to team building and sharing

the school philosophy and vision, school curriculum, and understanding Common Core State Standards. Time will also be provided for teachers to work together in grade levels to organize long-range plans.

Additional Professional Development will occur at the end of the year with five extra days of teacher contracted time. These days will be devoted to analyzing all components of our Charter School: attendance, behavior, curriculum, parent involvement, classroom observations, language development, testing data, and teacher buy-in. These components will be used to identify successes and areas of improvements. During the summer month, the administration and a combination of volunteer and selected teachers will examine and explore the outcomes of the end of the year Staff Development to determine the specific needs and direction (ie: instruction, parent satisfaction, etc.) for the upcoming year.

A.3: Curriculum and Instruction

Promise Academy Attachments

8/31/2012

As per the NRS 389 and NAC 389, the following list of courses will be taught Kindergarten through fifth grade. Content, skills, and measureable objectives will be aligned with Common Core State Standards and Nevada State standards as applicable per course.

NAC 389.195 Elementary school. ([NRS 385.080](#), [385.110](#), [389.0185](#))

1. The State Board of Education prescribes the following courses of study for elementary schools:

(a) Reading.

- Lead 21, Common Core Standards

(b) Language.

- Common Core Standards

(c) Social studies.

- Nevada State Standards, content embedded within Reading

(d) Mathematics.

- Investigations, Kathy Richardson's Developing Number Concepts, Common Core Standards

(d) Science.

- Nevada State Standards, content embedded within Reading

(e) Art.

- Nevada State Standards

(f) Music.

- Nevada State Standards

(g) Health.

- Nevada State Standards

(h) Physical education.

- Nevada State Standards

(i) Computers.

- Nevada State Standards

Course	Grade Levels	What will be taught using CCSS, Nevada State Standards & Benchmarks
ELA	K-5	English Language Arts that includes Reading, Writing, Speaking, Listening, and Language
Math	K-5	All mathematical skills and concepts
	K	Counting and cardinality; operations and algebraic thinking; number and operations in base 10; measurement and data; geometry
	1-2	Operations and algebraic thinking; number and operations in base 10; measurement and data; geometry
	3-5	Operations and algebraic thinking; number and operations in base 10; number and operations-fractions; measurement and data; geometry
Art	K-5	<p>1.0 Students know and apply visual arts media, techniques, and processes.</p> <p>2.0 Students use knowledge of visual characteristics, purposes, and functions.</p> <p>3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.</p> <p>4.0 Students understand the visual arts in relation to history and cultures.</p> <p>5.0 Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.</p>
Music	K-5	<p>1.0 Singing - Students sing a varied repertoire of music alone and with others.</p> <p>2.0 Playing Instruments - Students perform a varied repertoire of music on instruments alone and with others.</p> <p>3.0 Improvisation - Students improvise melodies, variations, and accompaniments.</p> <p>4.0 Writing - Students compose and arrange music within specified guidelines.</p> <p>5.0 Reading - Students read and notate music.</p> <p>6.0 Listening - Students listen to, analyze, and describe music.</p> <p>7.0 Evaluation - Students evaluate music and music performances.</p> <p>8.0 Application to Life - Students demonstrate relationships between music, the other arts, and disciplines outside the arts.</p> <p>9.0 Cultural and Historical Connections - Students demonstrate knowledge of the historical periods and cultural diversity of music.</p> <p>10.0 Cross-curricular - Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication.</p>

PE	K-5	<p>Health/Physical Education Concepts</p> <p>1.0 Students understand and apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.0 Students demonstrate competency in many movement forms and proficiency in a few movement.</p> <p>3.0 Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.</p> <p>4.0 Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.</p> <p>5.0 Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.</p>
Technology	K-5	<p>1. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</i></p> <p>2. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i></p> <p>3. Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i></p> <p>4. Critical Thinking, Problem Solving, and Decision Making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i></p> <p>5. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i></p> <p>6. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems, and operations.</i></p>

K - 5	All science skills and concepts
K	<ul style="list-style-type: none"> • Nature of Science: observe and gather data using senses and work cooperatively in various groupings to share findings; • Earth Science: Earth and weather and their elements; sun and solar system; rocks, solids, and water; • Physical Science: matter and it's properties; describing forces and motion; how heat, light and sound can be produced; • Life Science: offspring related to parents; living things have identifiable characteristics; living things live in different places.
1	<ul style="list-style-type: none"> • Nature of Science: observe and gather data using senses and work cooperatively in various groupings to share findings;

	<ul style="list-style-type: none"> • Earth Science: Earth and weather and their elements; sun and solar system; rocks, solids, and water; • Physical Science: matter and it's properties; describing forces and motion; how heat, light and sound can be produced; • Life Science: offspring related to parents; living things have identifiable characteristics; living things live in different places.
2	<ul style="list-style-type: none"> • Nature of Science: observe and gather data using senses and work cooperatively in various groupings to share findings; • Earth Science: Earth and weather and their elements; sun and solar system; rocks, solids, and water; • Physical Science: matter and it's properties; describing forces and motion; how heat, light and sound can be produced; • Life Science: offspring related to parents; living things have identifiable characteristics; living things live in different places.
3	<ul style="list-style-type: none"> • Nature of Science: asking and answering questions about the world around them; looking at research from around the world; • Earth Science: understand the water cycle's relationship to weather; understand many components of the solar system; understand that the Earth's surface changes by a combination of forces; • Physical Science: understand that all objects have properties and be able to describe them; forces can change the motion and position of objects; energy exists in different forms; • Life Science: some characteristics are inherited and some are not; living things have specialized structures that perform specific functions; a variety of ecosystems; living things can be classified according to physical characteristics, behaviors, and habitats.
4	<ul style="list-style-type: none"> • Nature of Science: asking and answering questions about the world around them; looking at research from around the world; • Earth Science: understand the water cycle's relationship to weather; understand many components of the solar system; understand that the Earth's surface changes by a combination of forces; • Physical Science: understand that all objects have properties and be able to describe them; forces can change the motion and position of objects; energy exists in different forms; • Life Science: some characteristics are inherited and some are not; living things have specialized structures that perform specific functions; a variety of ecosystems; living things can be classified according to physical characteristics, behaviors, and habitats.
5	<ul style="list-style-type: none"> • Nature of Science: asking and answering questions about the world around them; looking at research from around the world; • Earth Science: understand the water cycle's relationship to weather; understand many components of the solar system; understand that the Earth's surface changes by a combination of forces; • Physical Science: understand that all objects have properties and be able to describe them; forces can change the motion and position of objects; energy exists in different forms; • Life Science: some characteristics are inherited and some are not; living things have specialized structures that perform specific functions; a variety

	of ecosystems; living things can be classified according to physical characteristics, behaviors, and habitats.
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K - 5	Broad bands of Social Studies Skills; People, Cultures, and Civilizations; Nation Building and Development; Social Responsibility & Change; International Relationships & Power; The World in Spatial Terms; Places & Regions; Human Systems; Environment & Society; The Market Economy; The U.S. Economy As A Whole; The Dynamic Economy; The International Economy; Citizenship and the Law; The Federal System: U.S., State, and Local Governments; The Political Process; Global Relations
K	<p>Content Literacy: Interpret what is read through illustrations; listen to stories to gain information on a main idea; identify vocabulary through illustrations. Information, Media & Technology Literacy: Gather information and present orally; identify maps, graphs, and charts; use developmentally appropriate technology resources to support learning. Historical Analysis and Interpretation: Understand the concept of yesterday, today, and tomorrow; identify sources of information; listen to historical fiction. Civic Participation: Show responsibility for the well-being of oneself; listen and participate as a member of a group in the classroom. United States and Nevada: Discuss the importance of working together to complete tasks; listen to stories of family members, local residents, and prominent figures to highlight the human experience; identify problems that occur when people live and work together; recognize differences between home and school; describe the importance of working together to complete tasks; identify the occupations of people in their school; demonstrate respect for each other in the classroom and school. World: Listen to stories of people and families around the world; share events that are important to the students and their families. Map Elements & Concepts: Recognize that a globe is a representation of Earth and use vocabulary related to direction and location, i.e., up/down; left/right; near/far; above/beyond. Application of Concepts & Characteristics of Places and Regions: Identify areas that have different purposes in the home, i.e., kitchen, bedroom; or the classroom, i.e., exit door, teacher desk. Cultural Identity & Perspective: Describe self as a unique individual with characteristics similar to others. Location: Recall from memory the street on which s/he lives; identify the geographic setting of a picture or story. Migration & Settlement: Explain that people move from one location to another. Changes in the Physical Environment: Recognize weather changes with the seasons and how people adapt to those changes. Incentives, Choice and Cost: Show that resources are scarce, such as a limited number of crayons. Employees: Identify jobs in the community. Rules and Law: Identify and follow classroom and school rules that guide behavior and resolve conflicts. Rights: Identify and follow classroom and school rules that guide behavior and resolve conflicts. Responsibilities: Recognize individual choices. Symbols: Recognize the Pledge of Allegiance; Name a traditional U.S. patriotic activity, holiday, or symbol. Global Relations: Name their school.</p>
1	<p>Content Literacy: Listen to text for main ideas; listen for main ideas and sequence of events in a social studies context; use vocabulary in sentences. Information, Media & Technology Literacy: Research a given social studies topic; conduct research by locating, gathering, and organizing information; present information orally; identify maps, graphs, charts, diagrams as sources of information; practice responsible use of technology; use technology resources for problem solving, communication, and illustration of thoughts and ideas. Historical Analysis and Interpretation: Identify events of yesterday and today;</p>

	<p>identify sources of information; read and/or listen to historical fiction; identify self-perspective. Civic Participation: Show responsibility for the well-being of oneself; listen and participate as a member of a group in the classroom. United States and Nevada: Describe local life long ago, including jobs, school, communication, transportation, and recreation; listen to stories that reflect the beliefs, customs, ceremonies, and traditions of the varied cultures in the neighborhood; listen to histories of important local landmarks that create a sense of community among citizens; identify ways that sharing can resolve problems in the classroom and school; describe the neighborhood around their school; compare and/or contrast their daily lives with those of their parents or guardians; identify and describe occupations in the community that help people, i.e., police officers, fire fighters, and nurses; demonstrate respect for each other and people in the neighborhood; discuss events that are happening at the school. World: Listen to stories that reflect the beliefs, customs, ceremonies, traditions, and social practices of cultures around the world; identify landmarks around the world. Map Elements & Concepts: Differentiate between and identify water and land on a map and globe and use the terms ocean and continent. Map Selection & Analysis: Describe maps as representations of places; recognize the shape of North America on a world map. Map Construction: Use simple maps to illustrate direction. Map Use & Geographic Tools: Visually display geographic information using simple lists, graphs, and maps. Application of Concepts & Characteristics of Places and Regions: Sort and group pictures displaying geographic features, e.g. forests, deserts, lake regions. Cultural Identity & Perspective: Identify similarities and differences between people in the community. Patterns of Change & Impact of Technology: Identify patterns of change within the community, i.e., construction. Location: Recall home address and phone number. Demographic Concepts: Use the classroom population to categorize simple demographic information. Migration & Settlement: Explain that some people live in locations other than where they were born. Rural & Urban Communities: Identify characteristics of rural and urban communities. Changes in the Physical Environment: Tell how the physical environment affects activity at school, i.e., inside/outside recess. Management of Earth's Resources: Identify locations for accessing basic resources available to the student, i.e., food, water. Incentives, Choice and Cost: Give examples of all-or-nothing choices, such as choosing to have music on or off. Consumers: Identify a consumer. Producers: Identify a producer. Employees: Give examples of ways people earn money. International Interdependence: Define trade. Rules and Law: Identify and follow classroom and school rules that guide behavior and resolve conflicts. Rights: Identify an individual's rights within the classroom. Responsibilities: Participate in class decision-making, i.e., individual responsibilities in the classroom and school. Symbols: Recognize the Pledge of Allegiance; name a traditional U.S. patriotic activity, holiday, or symbol. Governmental Structures: Name the current President of the United States. Formation of Public Opinion: Identify sources of information. Global Relations: Name their school.</p>
2	<p>Content Literacy: Listen to text for main ideas; listen for main idea and sequence of events in a social studies context; identify fact and opinion; use reading and writing to respond to literature; identify graphic organizers as a way of organizing information; use vocabulary in sentences. Information, Media & Technology Literacy: Research a given social studies topic; conduct research by locating, gathering, and organizing information; present information orally or in writing; use maps, graphs, charts, diagrams; demonstrate positive social behaviors when using technology; use technology resources for problem solving, communication, and illustration of thoughts and ideas. Historical Analysis and Interpretation: Demonstrate an understanding of chronology by reading a timeline; identify past, present, and future events; discuss appropriate sources of information; read and/or</p>

listen to historical fiction; begin to identify differing perspectives. **Civic Participation:** Show responsibility for the well-being of oneself and family; listen and participate as a member of a group in the classroom. **United States and Nevada:** Compare the local community with others around the nation; use artifacts to understand how people lived their daily lives; tell why important events, people, and/or customs are marked by holidays; recognize similarities and differences of earlier generations in areas such as work, dress, manners, stories, games, and festivals; identify ways in which people cooperate to achieve a common goal; explore the importance of both local and national landmarks, and explain how they create a sense of community among citizens; identify public and private spaces within the community; compare and/or contrast their daily lives with children around the world; explain why people and events are honored in commemorative holidays; demonstrate respect for each other and people in the community; define technology and identify uses of technology in their daily lives. **World:** Compare communities around the world with the local community; explain why important events, people, and/or customs from around the world are marked by holidays; examine artifacts from around the world for important clues as to how people lived their daily lives; Listen to and discuss news events in the community. **Map Elements & Concepts:** Identify titles and symbols maps. **Map Selection & Analysis:** Recognize spatial patterns, i.e., political units, physical features, on a map and globe. **Map Construction:** Construct a map key from given symbols and chooses a map title; give and follow simple oral directions to move from one location to another. **Map Use & Geographic Tools:** Use a simple letter/number grid system to find a specific location; identify geographic information within media sources, i.e., maps, books, photographs. **Application of Concepts & Characteristics of Places and Regions:** Define region and provide examples of regions; describe neighborhoods and communities as places where people live, work, and play. **Cultural Identity & Perspective:** Identify traditions and customs that families practice. **Patterns of Change & Impact of Technology:** Identify patterns of change in the community; provide examples of geographical uses of machines, tools, and technologies, i.e., surveying tools, map navigation programs. **Location:** Show that different locations have different addresses; locate his/her city and state on a map. **Demographic Concepts:** Construct a visual model, i.e., graph, table, and/or choropleth map of population distribution. **Migration & Settlement:** Categorize different ways to move people, goods, and ideas, i.e., air, water, land, phone, and/or computer. **Rural & Urban Communities:** Categorize different ways to move people, goods, and ideas, i.e., air, water, land, phone, and/or computer. **Human Organizations:** List types of social groups to which people belong. **Changes in the Physical Environment:** Tell how the physical environment affects community activity, i.e., recreation, water usage. **Technology & Modifications of the Physical Environment:** Provide examples of tools that assist in finding geographic locations; identify how people shape the physical environment. **Effects of Natural Hazards on Human Systems:** Define and provide examples of natural hazards. **Management of Earth's Resources:** Identify natural resources and where they can be found in the neighborhood. **Incentives, Choice and Cost:** Give examples of what is given up when choices are made. **Consumers:** Identify consumers and where they make purchases. **Producers:** Identify producers in your neighborhood and community. **Employees:** Discuss why people work. **Entrepreneurship:** Identify businesses in the community. **International Interdependence:** Demonstrate an understanding of trade by providing an example. **Rules and Law:** Identify and follow classroom and school rules that guide behavior and resolve conflicts. **Rights:** Identify an individual's rights within the classroom and in school. **Responsibilities:** Participate in class decision-making, i.e., individual responsibilities in the classroom. **Symbols:** Recognize the Pledge of Allegiance; describe traditional patriotic activities,

	<p>holidays, or symbols from around the world. Governmental Structures: Name the current President of the United States. Formation of Public Opinion: Identify sources of information Global Relations: Name their school and community.</p>
3	<p>Content Literacy: Use pre-reading to skim text for main ideas; identify main idea and sequence of events in a social studies context; use reading and writing to respond to literature; identify fact and opinion; increase comprehension using graphic organizers; use content specific vocabulary in sentences. Information, Media & Technology Literacy: Research a given social studies topic; conduct research by locating, gathering, and organizing information; present information orally and in writing; read maps, graphs, charts, and diagrams for information; demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use; use technology resources for problem solving, communication, and illustration of thoughts and ideas; use the technology to effectively access information. Historical Analysis and Interpretation: Demonstrate an understanding of chronology by reading a timeline; read and discuss historical fiction; begin to identify differing perspectives. Civic Participation: Show responsibility for the well-being of oneself and family; listen and participate as a member of a group in the classroom. United States and Nevada: Learn about individuals in the community and discuss their contributions; using artifacts and primary sources, and investigate how individuals and families contributed to the founding and development of the local community; discuss how conflicts can be resolved through compromise; explain how memorials help us to honor and remember people; explain how the actions of heroes and heroines make a difference; determine what it means to be an American citizen and describe the achievements of famous and ordinary citizens; define ethnicity and explain that people who make contributions to their communities include those who have diverse ethnic origins, customs, and traditions; demonstrate respect for each other, the community, and the world; explain how technology at home and in school impacts their lives. World: Learn about individuals around the world and discuss their contributions; discuss the effects of news events on people in the community. Map Elements & Concepts: Identify and use cardinal directions on a compass rose to locate places on a map; differentiate between a city and a state using appropriate examples. Map Selection & Analysis: Compare uses of maps and globes; identify and explain simple spatial patterns on a map, i.e., population centers, farmland, mountains. Map Construction: Construct a simple map including a title, symbols, and directions from a bird's eye view. Map Use & Geographic Tools: Recognize different types of special maps, i.e., neighborhood, school, and classroom; list careers requiring the use of geographic tools. Application of Concepts & Characteristics of Places and Regions: Distinguish between physical (natural) and human (man-made) features; identify characteristics of neighborhoods and communities, i.e., physical geographical differences, land use, population density. Cultural Identity & Perspective: Identify ways people express culture; list ways people view their own communities, i.e., a ranching community, a tourist destination. Patterns of Change & Impact of Technology: List ways people use technology for geographic purposes, i.e., weather forecasting, use of aerial photographs to measure population changes over time. Location: Locate and name the states surrounding Nevada; identify latitude and longitude on a map or globe. Demographic Concepts: Compare population distribution across regions using maps and mathematical representations, i.e., tables and graphs. Migration & Settlement: Identify transportation and communication networks. Rural & Urban Communities: List reasons why people choose to live in urban or rural communities. Analysis of Economic Issues: Use a map to display information about an economic product. Human Organizations: Describe purposes for various organizations. Changes in the Physical Environment: Predict possible geographic changes that could take place in</p>

	<p>the neighborhood or community. Technology & Modifications of the Physical Environment: List tools, machines, or technologies that people have used to change the physical environment; compare ways people modify the physical environment. Effects of Natural Hazards on Human Systems: Identify people, groups, and organizations that respond to natural hazards. Management of Earth's Resources: Describe ways humans depend on and manage natural resources within their communities. Incentives, Choice and Cost: Identify needs as high priority wants, and wants as goods, services, or leisure activities. Consumers: Give examples of prices consumers have paid when buying goods and services. Producers: Give examples of prices set by businesses for selling goods and services. Employees: Demonstrate an understanding of income and give examples. Entrepreneurship: Identify and explain what business owners do. International Interdependence: Differentiate between barter and monetary trade. Rules and Law: Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure. Rights: Discuss that democracy involves voting, majority rule, and setting rules. Responsibilities: Explain individual responsibilities in the classroom and the school. Symbols: Recognize the Pledge of Allegiance and discuss its purpose; explain why we have patriotic activities, holidays, and symbols. Governmental Structures: Name the current President of the United States; name the current mayor of the town. Elections & Leadership: List the qualities of a leader. Formation of Public Opinion: Discuss why people form groups; introduce sources of information people use to form an opinion. Global Relations: Identify their city, state, and country.</p>
4	<p>Content Literacy: Skim text for main ideas; identify main idea, sequence of events, and cause and effect in a social studies context; identify fact and opinion; use reading and writing to respond to historical literature; increase comprehension through notes and graphic organizers. Information, Media & Technology Literacy: Ask questions to identify a research topic; conduct research by locating, gathering, and organizing information; present information orally and in writing; create maps, graphs, charts, diagrams to demonstrate knowledge; demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use; use technology tools for individual and collaborative writing, communication, and publishing; use the technology to efficiently and effectively access information. Historical Analysis and Interpretation: Demonstrate an understanding of chronology by recording events on a timeline; read tall tales/stories to enhance Nevada history; begin to discuss historical perspectives. Civic Participation: Show responsibility for the well-being of oneself and family; listen and participate as a member of a group in the classroom; participate as a member of the school community. United States and Nevada: Describe the lifestyles of Nevada's Desert Archaic people; define hunter-gatherer; describe the lifestyles of Nevada's Native American cultures; discuss the interactions of pioneers with the Great Basin Indians; discuss examples of compromise and conflict within Nevada, i.e., Pyramid Lake Wars, water allocation, Sagebrush Rebellion; describe the experiences of pioneers moving west; identify explorers and settlers in pre-territorial Nevada; identify the diverse population of Nevada's early settlers and discuss their unique experiences; explain the symbols, mottoes, and slogans related to Nevada, i.e., "Battle Born," the state seal, and "Silver State."; Compare and/or contrast their daily lives with children in Nevada's past; recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to Nevada; define social responsibility; explain how advances in technologies have impacted Nevada, i.e., railroads, mining, and gaming. World: Identify contributions of immigrants in Nevada; explain how United States conflicts affected life and society in Nevada; discuss major news events on the local and state levels; describe the economic and cultural influence other nations have on the state of Nevada. Map Elements</p>

& Concepts: Identify and use intermediate directions on a compass rose to locate places on a map of Nevada. **Map Selection & Analysis:** Identify spatial patterns on a map of Nevada, i.e., deserts, mountains, population. **Map Construction:** Construct a map of Nevada displaying human and physical features. **Map Use & Geographic Tools:** Utilize different types of Nevada maps, i.e., population and physical maps, to understand spatial distribution. **Application of Concepts & Characteristics of Places and Regions:** Describe the distinguishing features of historical regions in Nevada, i.e., Native American tribal territories, pioneer trails, and settlement areas; identify regional changes in Nevada over time. **Cultural Identity & Perspective:** Identify and describe the diversity and cultural traditions of Nevada's people, i.e., Native Americans, Basque communities. **Patterns of Change & Impact of Technology:** Show how regional change in Nevada from decade to decade has affected characteristics of place, i.e., plows allow farmers to prepare the land for planting, pick axes assist in mining operations. **Location:** Show how regional change in Nevada from decade to decade has affected characteristics of place, i.e., plows allow farmers to prepare the land for planting, pick axes assist in mining operations.

Demographic Concepts: Describe differences in population distribution within Nevada regions. **Migration & Settlement:** List examples of movements of people, goods, and ideas into and across Nevada. **Rural & Urban Communities:** Describe differences among rural, suburban, and urban settlement in Nevada. **Analysis of Economic Issues:** Describe historical and current economic issues in Nevada using geographic resources, i.e., illustrate demographic changes due to mining and gaming. **Human Organizations:** Describe why types of organizations may differ by geographic region in Nevada. **Changes in the Physical Environment:** Describe ways physical environments affect human activity in Nevada using historical and contemporary examples. **Technology & Modifications of the Physical Environment:** Describe how technologies altered the physical environment in Nevada, and the effects of those changes on its people; explore the impact of human modification of Nevada's physical environment on the people who live there. **Effects of Natural Hazards on Human Systems:** Identify natural hazards in Nevada and their impact on the population. **Management of Earth's Resources:** Describe the distribution patterns of natural resources in Nevada. **Incentives, Choice and Cost:** Give examples of incentives and determine whether they are positive or negative. **Consumers:** Give reasons why consumers choose to buy more of a good or service, i.e., when prices are low, and when they choose to buy less, and when prices are high. **Producers:** Give reasons why producers choose to sell more of a good or service, i.e., when a price is high, and when they choose to sell less, and when its price is low. **Employees:** Identify factors within an individual's control that can affect the likelihood of employment. **Markets & Prices:** Explain why all those who trade must benefit from the trade, using an example such as trading lunch items. **Economic Growth:** Define productive resources. **Per Capita Measures:** Define per capita. **Organizations:** Identify a for-profit and a not-for-profit organization in the community and a service each provides. **Entrepreneurship:** Define entrepreneur and identify those individuals in Nevada. **International Interdependence:** Define imports and exports. **Globalization:** Identify goods that would not be readily available in Nevada without international trade. **Rules and Law:** Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in the state of Nevada. **Rights:** Explain that democracy involves voting, majority rule, and setting rules. **Responsibilities:** Describe the criteria for Nevada citizenship. **Symbols:** Discuss the symbolic importance of the Pledge of Allegiance; explain why we celebrate Nevada Day. **Federalism:** Describe the relationship between classroom and school rules. **Governmental Structures:** Name the current President of the United States; name the current governor of Nevada; explain why local governments are created; name the three branches of state government; understand

	<p>the role of courts. Elections & Leadership: Describe the qualities of a leader. Formation of Public Opinion: Define and give examples of state and local interest groups; identify sources of information people use to form an opinion. Global Relations: Identify their county, city, state, and country.</p>
5	<p>Content Literacy: Skim text for main ideas; use reading strategies to identify key content words, and supporting details to build comprehension; identify cause and effect and fact v. opinion; use reading and writing to respond to historical literature; gather information making outlines, and creating graphic organizers. Information, Media & Technology Literacy: Ask questions to identify a research topic; conduct research by locating, gathering, and organizing information using online and print resources; present content orally, in writing, and through multimedia presentations; explain content through the use of maps, graphs, charts, diagrams; demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use; use content specific technology tools to support learning; evaluate the accuracy, relevancy, and bias of online, print, and media sources (teacher led). Historical Analysis and Interpretation: Demonstrate an understanding of chronology by creating and interpreting events on a timeline; identify and discuss primary and secondary sources; read tall tales/stories to enhance American history; discuss perspectives of history. Civic Participation: Show responsibility for the well-being of oneself and family; listen and participate as a member of a group in the classroom; participate as a member of the school community. United States and Nevada: Identify and describe Native North American life and cultural regions prior to European contact; identify and describe the attributes of Native American nations in the local region and North America; discuss the interactions of early explorers with native cultures; identify the contributions of Native Americans, Europeans, and Africans to North American beliefs and traditions; describe the social, political, and religious lives of people in the New England, Middle, and Southern colonies; describe motivations for and expeditions of European exploration of the Americas; describe issues of compromise and conflict within the United States; describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America; explain why slavery was introduced into colonial America; explain how the interactions among Native Americans, Africans, and Europeans, during colonial America resulted in unique economic, social, and political institutions. Identify the events that led to the Declaration of Independence; identify the causes, key events, and people of the American Revolution; compare and/or contrast the daily lives of children throughout the United States, both past and present; recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to the United States; describe ways individuals display social responsibility; explain how technologies in U.S. history changed the way people lived. World: Identify individuals and groups responsible for founding and settling the American colonies; examine the cultural exchange among the Native Americans, Europeans, and Africans; explain the relationship between the American colonies and England, and discuss its impact on independence; provide and discuss major news events on local, state, national, and world levels; discuss the economic, political and cultural relationships the United States has with other countries. Map Elements & Concepts: Identify and locate major geographic features in Nevada and the United States using maps and map elements. Map Selection & Analysis: Identify spatial patterns of the U.S.; describe purposes for different types of maps and globes, i.e., topographical, political, physical. Map Construction: Construct maps, graphs, and charts to display information about human and physical features in the United States. Map Use & Geographic Tools: Identify the purpose and content of various U.S. maps; derive geographic information from photographs, maps, graphs, books, and technological resources. Application of</p>

Concepts & Characteristics of Places and Regions: Provide examples of human – environment interactions in the U.S.; identify U. S. regions in which historical events occurred, i.e., thirteen colonies, Underground Railroad, and California gold fields. **Cultural Identity & Perspective:** Provide examples of cultural identity in communities or regions from different perspectives. **Patterns of Change & Impact of Technology:** Show how regional change in the United States from decade to decade has affected characteristics of place, i.e., salt and sand used to melt ice, flood basins, levees. **Location:** Label a map of the United States with their capitals; define absolute location. **Demographic Concepts:** Explain differences in population distribution within the United States. **Migration & Settlement:** List push-pull factors influencing human migration and settlement in the United States. **Rural & Urban Communities:** Describe differences among rural, suburban, and urban settlement in the United States. **Analysis of Economic Issues:** Describe historical and current economic issues in the U.S. using geographic resources, i.e., illustrate demographic changes due to mining and gaming. **Human Organizations:** Describe why types of organizations may differ by geographic region in the U.S. **Changes in the Physical Environment:** Describe ways physical environments affect human activity in the United States using historical and contemporary examples. **Technology & Modifications of the Physical Environment:** Describe how technologies altered the physical environment in the U.S., and the effects of those changes on its people; explore the impact of human modification of the United States' physical environment on the people who live there. **Effects of Natural Hazards on Human Systems:** Identify and locate potential natural hazards in the United States and their impacts on the land and population. **Management of Earth's Resources:** Describe and compare the distribution patterns and use of natural resources in the United States. **Incentives, Choice and Cost:** Describe how scarcity requires a person to make a choice and identify costs associated with that choice. **Consumers:** Demonstrate an understanding that an individual can be a consumer and producer at the same time. **Producers:** Identify the resources needed for production in households, schools, and community groups. **Employees:** Describe how income reflects choices people make about education, training, skill development, lifestyle, and careers. **Markets & Prices:** Demonstrate an understanding of supply and demand in a market. **Economic Growth:** Recognize the three types of productive resources. **Inflation:** Define inflation and deflation. **Unemployment:** Define labor force and unemployment. **Per Capita Measures:** Demonstrate per capita measures in the classroom. **Organizations:** Explain the purposes for establishing for-profit and not-for-profit organizations. **Investment:** Provide an example of how purchasing a tool or acquiring education can increase the ability to produce goods. **Entrepreneurship:** Describe the steps an entrepreneur would take to start a business. **Specialization & Interdependence:** Explain why specialization increases productivity and interdependence. **Competition:** Describe what it means to compete, and give examples of ways sellers compete. **International Interdependence:** Explain why the U.S. imports and exports goods. **Exchange Rates:** Define exchange rates. **Globalization:** Define globalization and explain how the U.S. economy is affected by international trade. **Rules and Law:** Explain that the Declaration of Independence, the U.S. Constitution, and the Bill of Rights, are written documents that are the foundation of the United States government. **Rights:** Describe the operation of representative government. **Responsibilities:** Describe the criteria for U.S. citizenship. **Symbols:** Explain the symbolic importance of the Pledge of Allegiance and the Fourth of July. **Federalism:** Describe examples of national, state, and local laws. **Governmental Structures:** Identify the three branches of government (as set forth in the U.S. Constitution); name the two houses of the U.S. Congress and explain how representation is determined; identify the powers of the U.S. Congress, i.e., power to tax, declare war, and impeach the President; identify the

	duties of the President within the executive branch; explain that the U.S. Supreme Court is the highest court in the land; describe the purpose of a judge and jury in a trial as it relates to resolving disputes. Elections & Leadership: Explain the qualities of a leadership; name the two major political parties. Formation of Public Opinion: Give examples of national interest groups; compare sources of information people use to form an opinion; define propaganda and give examples. Global Relations: Describe the influences other nations have had on the development of the United States political system.
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Promise Academy students in each grade level will have an academic year of instruction in each of the following categories: Reading, Language, Social Studies, Mathematics, Science, Art, Music, Health, Physical Education, and Computers. Students will be promoted in accordance with relevant Nevada Administrative Codes and Nevada Revised Statutes that designate the necessary requirements for each grade level. If a student needs to be retained, the classroom teacher must complete the Lights retention scale, RTI documentation, and retention paperwork. All retention data will be reviewed and analyzed by the RTI committee to determine if retention is the best option for the student on a case by case basis.

Student time: 8:00- 2:30

Teacher contracted time: 7:15- 2:45

Admin contracted time: 7:00-3:30

Custodian contracted time: 6:45-2:45 (8 hours)

Teachers have the autonomy to create the layout of their daily schedule based on the time allotments for each grade level. See attachment A.3.6. Teachers will be expected to complete this daily schedule to show how they are dividing their instructional time.

We have our daily schedule completed but are unable to put in the appropriate times for lunch until we know student enrolment and cafeteria capacity.

Allocation of Academic Time for Grades K-5 Promise Academy

FULL-DAY KINDERGARTEN	
Daily Allocations: Student Day 390 minutes Lunch 30 minutes Breaks, Passing 30 minutes Available Academic Time 330 minutes Weekly Academic Time: 1,650 minutes	
Academic Area	Minutes
	Daily Minimum Weekly Minimum
Core Academics	
Reading	125
Language Arts	45
Mathematics	80
Recommended	
Science/Health	75
Social Studies	75
Required	
Specialist Period(s)	250

GRADES 1, 2, 3, 4, 5	
Daily Allocations: Student Day 390 minutes Lunch 30 minutes Breaks, Passing 25 minutes Available Academic Time 335 minutes Weekly Academic Time: 1,675 minutes	
Academic Area	Minutes
	Daily Minimum Weekly Minimum
Core Academics	
Reading	120
Language Arts	52
Mathematics	75
Recommended	
Science/Health	110
Social Studies	80
Required	
Specialist Period(s)	250

**SAMPLE Promise Academy Charter School
Weekly Instructional Program Schedule
Licensed Staff**

Notes:
Mr. Jones picks up blue group for Intervention at 10:30.

Promise Academy Charter School	K. Pellegrino (Principal)
Teacher: Miss. Elaine Eus	Room: Grade/ Subject: 2nd

Directions: Enter the allocated daily instruction time for all areas on the Weekly Instructional Program Schedule form. The required minimum time for core subjects can be increased as appropriate to meet student achievement needs. The Instruction Unit Allocation of Academic Time must be used in developing daily and weekly schedules.

Time	Monday – Friday	Breaks, Passing Time	Description of Academic Time
8:00-8:10	Opening		Attendance, lunch count, pledge, collect homework
8:10-9:00	Specials		<u>Monday</u> PE <u>Tuesday</u> Music <u>Wednesday</u> Art <u>Thursday</u> Library <u>Friday</u> PE
9:00-10:30	Reading Core		90 minute reading block (best practices would suggest an uninterrupted block) using a scientifically-based reading researched (SBRR) program.
10:30-11:00	Intervention		A double dose of intensive instruction for a small group of 5 – 7 students daily, from a SBRR program designed to meet individual student needs (Fluency practice from intervention could be included at a station). All other students engaged in integrated learning.
11:00-12:20	Mathematics		70 minutes which includes direct instruction, practice, and intervention for struggling students? 55 minutes of core instruction with 15 minutes of differentiated instruction (centers) to include intervention for struggling students (Tier II).
12:25-12:55	Lunch	10 min passing time	30 min
1:00-1:50	Language Arts		48 minutes of direct instruction in writing process, traits, and modes which includes time for teacher modeling, student writing, and feedback?
1:50-2:20	Science/Health (3 days)	5 min passing time	Science/Health – 1110 minutes, Social studies – 80 minutes. (This teacher integrated 6 minutes of recommended time daily within stations using non-fiction text.)
2:20-2:30	Closing	6 min transition	Students clean up their classroom and are dismissed from external classroom door.
Note:	Fridays- Staff meeting 7:30 AM		
Tuesdays- After school playground duty for 15 min			

**Promise Academy
Weekly Instructional Program Schedule
Licensed Staff**

Notes:

Promise Academy	XXX XXX (Principal)
Teacher:	Room:
	Grade/ Subject: Kindergarten

Directions: Enter the allocated daily instruction time for all areas on the Weekly Instructional Program Schedule form. The required minimum time for core subjects can be increased as appropriate to meet student achievement needs. The Instruction Unit Allocation of Academic Time must be used in developing daily and weekly schedules.

Time	Monday – Friday Subjects	Breaks, Passing Time	Description of Academic Time
8:00-	Opening		
10:00-10:50	Specials		Monday Tuesday Wednesday Thursday Friday
	Reading- 125 Min		
	Language Arts- 45 Min		
	Math- 80 Min		
	Lunch	10 min passing time	30 min
	Science- 75 Min Weekly		
	Social Studies- 75 Min Weekly		
	Science/Health (3 days)	5 min passing time	
	Social Studies (2days)		
- 2:30	Closing		
Notes:			

**Promise Academy
Weekly Instructional Program Schedule
Licensed Staff**

Notes:

Promise Academy	XXX XXX (Principal)
Teacher:	Room:
	Grade/ Subject: First

Directions: Enter the allocated daily instruction time for all areas on the Weekly Instructional Program Schedule form. The required minimum time for core subjects can be increased as appropriate to meet student achievement needs. The Instruction Unit Allocation of Academic Time must be used in developing daily and weekly schedules.

Time	Monday – Friday Subjects	Breaks, Passing Time	Description of Academic Time
8:00-	Opening		
9:05-9:55	Specials		Monday Tuesday Wednesday Thursday Friday
	Reading- 120 Min		
	Language Arts- S2 Min		
	Math- 75 Min		
	Reading- 120 Min		
	Lunch	10 min passing time	30 min
	Science- 110 Min Weekly		
	Social Studies- 80 Min Weekly		
	Science/Health (3 days)	5 min passing time	
	Social Studies (2days)		
- 2:30	Closing		
Notes:			

**Promise Academy
Weekly Instructional Program Schedule
Licensed Staff**

Notes:

Promise Academy	XXX XXX (Principal)
Teacher:	Room:
	Grade/ Subject: Second

Directions: Enter the allocated daily instruction time for all areas on the Weekly Instructional Program Schedule form. The required minimum time for core subjects can be increased as appropriate to meet student achievement needs. The Instruction Unit Allocation of Academic Time must be used in developing daily and weekly schedules.

Time	Monday – Friday Subjects	Breaks, Passing Time	Description of Academic Time
8:00-	Opening		
8:10-9:00	Specials		Monday Tuesday Wednesday Thursday Friday
	Reading- 120 Min		
	Language Arts- 52 Min		
	Math- 75 Min		
	Lunch	10 min passing time	30 min
	Science- 110 Min Weekly		
	Social Studies- 80 Min Weekly		
	Science/Health (3 days)	Social Studies (2days)	5 min passing time
- 2:30	Closing		

Notes:

Monday Tuesday Wednesday Thursday Friday

8:10-9:00

Art	2.3	2.1		2.4	2.2
Lib		2.2	2.4	2.1	2.3
Music	2.4		2.3	2.2	2.1
PE	2.1	2.3	2.1	2.3	2.4
PE	2.2	2.4	2.2		

9:05-9:55

Art	1.3	1.1		1.4	1.2
Lib		1.2	1.4	1.1	1.3
Music	1.4		1.3	1.2	1.1
PE	1.1	1.3	1.1	1.3	1.4
PE	1.2	1.4	1.2		

10:00-10:50

Art	K.3	K.1		K.4	K.2
Lib		K.2	K.4	K.1	K.3
Music	K.4		K.3	K.2	K.1
PE	K.1	K.3	K.1	K.3	K.4
PE	K.2	K.4	K.2		

Monday Tuesday Wednesday Thursday Friday

8:10-9:00

Art	3.3	3.1		3.4	3.2
Lib		3.2	3.4	3.1	3.3
Music	3.4		3.3	3.2	3.1
PE	3.1	3.3	3.1	3.3	3.4
PE	3.2	3.4	3.2		

9:05-9:55

Art	2.3	2.1		2.4	2.2
Lib		2.2	2.4	2.1	2.3
Music	2.4		2.3	2.2	2.1
PE	2.1	2.3	2.1	2.3	2.4
PE	2.2	2.4	2.2		

10:00-10:50

Art	1.3	1.1		1.4	1.2
Lib		1.2	1.4	1.1	1.3
Music	1.4		1.3	1.2	1.1
PE	1.1	1.3	1.1	1.3	1.4
PE	1.2	1.4	1.2		

11:50-12:40

Art	K.3	K.1		K.4	K.2
Lib		K.2	K.4	K.1	K.3
Music	K.4		K.3	K.2	K.1
PE	K.1	K.3	K.1	K.3	K.4
PE	K.2	K.4	K.2		

Monday Tuesday Wednesday Thursday Friday

8:10-9:00

Art	4.3	4.1		4.4	4.2
Lib		4.2	4.4	4.1	4.3
Music	4.4		4.3	4.2	4.1
PE	4.1	4.3	4.1	4.3	4.4
PE	4.2	4.4	4.2		

9:05-9:55

Art	3.3	3.1		3.4	3.2
Lib		3.2	3.4	3.1	3.3
Music	3.4		3.3	3.2	3.1
PE	3.1	3.3	3.1	3.3	3.4
PE	3.2	3.4	3.2		

10:00-10:50

Art	2.3	2.1		2.4	2.2
Lib		2.2	2.4	2.1	2.3
Music	2.4		2.3	2.2	2.1
PE	2.1	2.3	2.1	2.3	2.4
PE	2.2	2.4	2.2		

11:50-12:40

Art	1.3	1.1		1.4	1.2
Lib		1.2	1.4	1.1	1.3
Music	1.4		1.3	1.2	1.1
PE	1.1	1.3	1.1	1.3	1.4
PE	1.2	1.4	1.2		

12:45-1:35

Art	K.3	K.1		K.4	K.2
Lib		K.2	K.4	K.1	K.3
Music	K.4		K.3	K.2	K.1
PE	K.1	K.3	K.1	K.3	K.4
PE	K.2	K.4	K.2		

	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:00					
Art	5.3	5.1		5.4	5.2
Lib		5.2	5.4	5.1	5.3
Music	5.4		5.3	5.2	5.1
PE	5.1	5.3	5.1	5.3	5.4
PE	5.2	5.4	5.2		

9:05-9:55					
Art	4.3	4.1		4.4	4.2
Lib		4.2	4.4	4.1	4.3
Music	4.4		4.3	4.2	4.1
PE	4.1	4.3	4.1	4.3	4.4
PE	4.2	4.4	4.2		

10:00-10:50					
Art	3.3	3.1		3.4	3.2
Lib		3.2	3.4	3.1	3.3
Music	3.4		3.3	3.2	3.1
PE	3.1	3.3	3.1	3.3	3.4
PE	3.2	3.4	3.2		

11:50-12:40					
Art	2.3	2.1		2.4	2.2
Lib		2.2	2.4	2.1	2.3
Music	2.4		2.3	2.2	2.1
PE	2.1	2.3	2.1	2.3	2.4
PE	2.2	2.4	2.2		

12:45-1:35					
Art	1.3	1.1		1.4	1.2
Lib		1.2	1.4	1.1	1.3
Music	1.4		1.3	1.2	1.1
PE	1.1	1.3	1.1	1.3	1.4
PE	1.2	1.4	1.2		

1:40-2:30					
Art	K.3	K.1		K.4	K.2
Lib		K.2	K.4	K.1	K.3
Music	K.4		K.3	K.2	K.1
PE	K.1	K.3	K.1	K.3	K.4
PE	K.2	K.4	K.2		

Monday Tuesday Wednesday Thursday Friday

8:10-9:00

PE/Nutrition and Health	K	K	K	K	K
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9:05-9:55

PE/Nutrition and Health	1	1	1	1	1
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10:00-10:50

PE/Nutrition and Health	2	2	2	2	2
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This is not applicable for us as we will be an elementary school and won't need graduation requirements.

This is not applicable for us as we will be an elementary school and won't need a diploma.

PROMISE ACADEMY STUDENT RELEASE AND TRANSFER

Address

Student's Name _____ Date: _____
Last First Middle

Student No. _____ Birthday: _____

Parent or Guardian: _____

Special Ed. Code:	
504 Plan	Yes No
ELL Code	
Speech	Yes No
Other:	

Withdrawal Data			
Last Day Attended	Withdrawal Date	Tentative New School	Grade Level

Reason for Withdrawal: _____

New Home Address (if known): _____
Street Address City State Zip Code Phone Number

Out of District/State/Country: _____

Parent Signature: _____ Date: _____
I verify it is my intention to re-enroll my child in another school

PLEASE NOTE: If this is a local change of schools, parents are expected to enroll the student in another CCSD School the first school day after the withdrawal.

COMMENTS: _____

Subject	GRADE	%	BELOW GRADE LEVEL	AT GRADE LEVEL	ABOVE GRADE LEVEL
Reading/Literacy					
Writing/Spelling					
Mathematics					
Art					
Music					
Physical Education					
Science					
Social Studies					
Health					
Social Growth					
ELPA SCORE	L / S / R / W /			Overall /	

ATTENDANCE DATA FOR XXX CHARTER SCHOOL		
Total Days Enrolled	Present	Absent

HEALTH OFFICE

Health Disability Code: _____

Medicine at School. YES NO

List of Medicines: _____

Comments: _____

For additional information/transcripts, please contact:
 School: _____
 Address: _____

 Release Signature: _____
 Print Clerk Name: _____

Quantity Needed	Grade	Title	Publisher	Copyright	ISBN	Price	Total Cost
4	Kinder	Lead 21	Wright Group	2011		3290.85	13163.4
4	1st gr	Lead 21	Wright Group	2011		3259.85	13039.4
4	2nd gr	Lead 21	Wright Group	2011		2564.7	10258.8
Total Year 1							36461.6

We received a tentative price quote for reading material, Lead 21, will be purchased in grade level packages.

Quantity Needed	Gr.	Title	Author	Publisher	Copyright	ISBN	Price	Total year 1	Total year 2	Total year 3	Total year 4	Grand Total
4	K	Investigations Core Curriculum Package, Grade K	Bastable, Murray, Bloomfield, Russell, Schifter, Cochran, Economopoluos, Wittenberg, Horowitz	Pearson Education	2012	9780328651986	\$350.47	\$1,401.88				
4	1	Investigations Core Curriculum Package, Grade 1	Bastable, Murray, Bloomfield, Russell, Schifter, Cochran, Economopoluos, Wittenberg, Horowitz	Pearson Education	2012	9780328651993	\$445.97	\$1,783.88				
4	2	Investigations Core Curriculum Package, Grade 2	Bastable, Murray, Bloomfield, Russell, Schifter, Cochran, Economopoluos, Wittenberg, Horowitz	Pearson Education	2012	9780328652006	\$445.97	\$1,783.88				
4	3	Investigations Core Curriculum Package, Grade 3	Bastable, Murray, Bloomfield, Russell, Schifter, Cochran, Economopoluos, Wittenberg, Horowitz	Pearson Education	2012	9780328652013	\$445.97		\$1,783.88			
4	4	Investigations Core Curriculum Package, Grade 4	Bastable, Murray, Bloomfield, Russell, Schifter, Cochran, Economopoluos, Wittenberg, Horowitz	Pearson Education	2012	9780328652020	\$445.97			\$1,783.88		
4	5	Investigations Core Curriculum Package, Grade 5	Bastable, Murray, Bloomfield, Russell, Schifter, Cochran, Economopoluos, Wittenberg, Horowitz	Pearson Education	2012	9780328652037	\$445.97				\$1,783.88	
								\$4,969.64	\$1,783.88	\$1,783.88	\$1,783.88	\$10,321.28
												Grand Total

Quantity Needed	Grade	Title	Publisher	Item #	Price
	K	Lakeshore Theme Boxes Set 1	Lakeshore	FF920X	\$379.00
	K	Seasons and Weather Theme Box	Lakeshore	FF966	\$49.95
	K	Transportation Theme Box	Lakeshore	FF937	\$49.95
	K	All About Me Theme Box	Lakeshore	FF922	\$49.95
	K	Space Theme Box	Lakeshore	FF969	\$49.95
	K	Food and Nutrition Theme Box	Lakeshore	FF968	\$49.95
	K	Sea Life Theme Box	Lakeshore	FF929	\$49.95
	K	Insects and Spiders Theme Box	Lakeshore	FF967	\$49.95
	K	Wild Animals Theme Box	Lakeshore	FF921	\$49.95
	K	Lakeshore Theme Boxes Set 2	Lakeshore	FF960X	\$370.00
	K	Health and Safety Theme Box	Lakeshore	FF948	\$49.95
	K	Farms Theme Box	Lakeshore	FF961	\$49.95
	K	Families Theme Box	Lakeshore	FF965	\$49.95
	K	Colors Theme Box	Lakeshore	FF962	\$49.95
	K	Growing Things Theme Box	Lakeshore	FF963	\$49.95
	K	Life Cycles Theme Box	Lakeshore	FF949	\$49.95
	K	Numbers and Counting Theme Box	Lakeshore	FF964	\$49.95
	K	Fairy Tales and Folk Tales Theme Box	Lakeshore	FF928	\$49.95
	K	Lakeshore Theme Boxes Set 3	Lakeshore	FF940X	\$379.00
	K	Five Senses Theme Box	Lakeshore	FF944	\$49.95
	K	Earth and the Environment Theme Box	Lakeshore	FF941	\$49.95
	K	Community and Careers Theme Box	Lakeshore	FF947	\$49.95
	K	Nursery Rhymes Theme Box	Lakeshore	FF943	\$49.95
	K	Alphabet Theme Box	Lakeshore	FF945	\$49.95
	K	Cultures of the World Theme Box	Lakeshore	FF942	\$49.95
	K	Dinosaurs Theme Box	Lakeshore	FF925	\$49.95
	K	Shapes Theme Box	Lakeshore	FF946	\$49.95
	K-1	Levelled NonFiction Readers Levels A-D complete set (only one book each 12 in a set)		EG470X	\$109.00
	1-3	Learning Science Activity Tubs Grades 1-3	Lakeshore	FF980X	\$469.00
	1-3	Matter Activity Tub Grades 1-3		FF988	\$59.95
	1-3	Plants Activity Tub Grades 1-3		FF986	\$59.95

Quantity Needed	Grade	Title	Author	Publisher	Copyright	ISBN	Price
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Social Studies curriculum is integrated within the Lead 21 (reading) curriculum.

A.4: Assessment and Accountability

Promise Academy Narrative

8/31/2012

Narrative A.4.2

Formative assessments, to provide information needed to adjust instruction and learning, will be conducted on an ongoing basis during instruction and will include but are not limited to:

- Student work samples
- Writing samples
- Teacher observations
- Ongoing formative assessments

Summative assessments, that occur after instruction to determine what students know at a particular point, will be conducted on an ongoing basis throughout the year and will include but are not limited to:

- Weekly assessments
- Site designed grade level assessments
- Designated curriculum assessments
- NV Writing proficiency (grade 5)
- CRT grades 3, 4, 5
- IPT & Woodcock-Munoz
- WIDA
- AIMS
- Core Phonics Screener

Narrative A.4.3

In accordance with our philosophy that all students will make yearly gains based on CRT and AMAO data, we will provide students the necessary foundational skills to achieve Adequate Yearly Progress (AYP) in both core academics and language proficiency. As our charter school has stated in our goals and mission statement, language acquisition is just as important as academics and needs to be monitored despite ELL status, so that it can be addressed throughout classroom instruction. Research has shown that many children from low socio-economic areas have deficits in academic language. Therefore, all Promise Academy students will be annually assessed on their language development until they become fluent English speakers according to their IPT scores.

At the beginning of the school year, all students at Promise Academy will be assessed using AIMSWeb for the core academic areas. Students who meet standards will be progress monitored monthly; students who are approaching standards will be progress monitored bi-monthly; emerging students will be progress monitored on a weekly basis.

Teachers will be required to look at data on an on-going basis throughout the year to drive instruction and student achievement. Analysis of this data will allow teachers to better determine groupings in the classroom for differentiated instruction for improved achievement. Promise Academy will use this information, as a whole, to help determine specific interventions students may need such as decoding, comprehension, developing vocabulary, number sense and computation, writing, and speaking. These

Narrative A.4.5

Through our progress monitoring, benchmark data, and professional development, we will constantly be using data to determine what instructional strategies are effective and to create educational plans to drive instruction for all learning types. This information will help teachers determine how to differentiate instruction for individual students based on their needs to "catch up", "keep up", or "move up". All school staff, administrators, teachers, support staff, will be trained during professional development days on how to read the Nevada Growth Model data and how to utilize that information to better serve our students based on their deficits. We believe that every employee of our school must have a vested interest in the successes and failures of our students. In addition, we plan on training parents on how to read their student's data and understand the educational jargon, and will suggest some specific activities they can do at home to help improve their child's progress, whether it be closing the achievement gap or enriching academics. We will also explain to students where they are specifically in their learning as compared to their peers, and we will work with them on internalizing a plan and/or coming up with personal goals to help them make achievements. Our goal is to have students improve their academic and language abilities so when the expectations change from "learning to read" to "reading to learn", they will be able to succeed along with their grade level peers across all academic areas.

Narrative A.4.6

We plan to keep all our data in an organized management system in accordance with Nevada public schools, state laws, and relevant policies of the State Public Charter School Authority. State mandated assessments, such as CRT and Nevada Writing Proficiency Exam, will be administered in compliance within the designated testing window. Materials will be kept on-site in a secure locked filing cabinet. We are aware that some Special Education students may need to take the NAA test. If this is the case, we will be in compliance with their IEPs by requesting and administering this test. All our teachers will be required to attend an on-site mandatory testing meeting and sign an accountability statement in regards to testing security. When appropriate, all testing data will be kept electronically on a secure, internal database and print outs will be placed in student assessment folders. This data will include hard copies of summative assessment results, such as but not limited to grades, Core Phonics screener, AIMS benchmark assessments of Reading, Math and Writing, Nevada Writing Proficiency scores, and CRT scores. These student assessment folders will be located in either the main office or in an accessible room close to the office. While we are collecting data in regards to student assessment, there are several other forms of data that we plan to collect at Promise Academy. We will participate with the Nevada Public Charter School Authority and utilize access to PowerSchool to maintain data on enrollment and attendance. Data will be collected and analyzed by teachers and administrators pertaining to demographics (enrollment, attendance, transience, truancy, and discipline), classroom observation data (administrative classroom walk-throughs and

HQSI checklists), administrative and teacher retention, as well as, staff, student, and parent satisfaction surveys, see Appendix.

Narrative A.4.7

Promise Academy students in each grade level will have an academic year of instruction in each of the following categories: Reading, Language, Social Studies, Mathematics, Science, Art, Music, Health, Physical Education, and Computers. Students will be promoted in accordance with relevant Nevada Administrative Codes and Nevada Revised Statutes that designate the necessary requirements for each grade level. If a student needs to be retained, the classroom teacher must complete the Lights Retention Scale, RTI documentation, and retention paperwork. All retention data will be reviewed and analyzed by the RTI committee to determine if retention is the best option for the student on a case by case basis.

A.4: Assessment and Accountability

Promise Academy Attachments

8/31/2012

Year 1: 2013-14		BEGINNING OF THE YEAR 1 ST QUARTER		2 ND QUARTER		3 RD QUARTER		4 TH QUARTER END OF THE YEAR	
Kindergarten		IPT & Woodcock-Munoz AIMS Benchmark 1 *(R/M/W)	AIMS Benchmark 2 **Tentative: WIDA	AIMS Benchmark 3	IPT & Woodcock-Munoz AIMS Benchmark 4 CORE Phonics Screener				
First		IPT & Woodcock-Munoz AIMS Benchmark 1 *(R/M/W) CORE Phonics Screener	AIMS Benchmark 2 **Tentative: WIDA	AIMS Benchmark 3	IPT & Woodcock-Munoz AIMS Benchmark 4				
Second		IPT & Woodcock-Munoz AIMS Benchmark 1 *(R/M/W) CORE Phonics Screener	AIMS Benchmark 2 **Tentative: WIDA	AIMS Benchmark 3	IPT & Woodcock-Munoz AIMS Benchmark 4				

*(R/M/W)= Reading, Math, Writing

**WIDA is assigned a date per the Clark County School District

A.5:Tentative School Calendar and Daily Schedule

Promise Academy Narrative

8/31/2012

Narrative A.5.2

Promise Academy will accept applications for enrollment in the initial year of operation not more than 120 days before the date of which we will open, pursuant to NRS 386.520 (2) (d) and NAC 386.135. Once we obtain a physical address, we will be able to list the exact calendar dates we will be enrolling students.

Narrative A.5.4

This is not applicable for us as we will not need an alternative schedule.

A.5:Tentative School Calendar and Daily Schedule

Promise Academy Attachments

8/31/2012

	Mon.	Tues.	Wed.	Thurs.	Fri.	School Days	Accum. Sch.Days	
August 2013	PD-12	PD-13	PD-14	PD-15	PD-16			Open house 8/20/13
	PD-19	PD-20	21	22	23	3		First day 8/21/23
	26	27	28	29	30	5		
						8	8	School Month 1
September 2013	DH-2	3	4	5	6	4		Labor Day 9/2/13
	9	10	11	12	13	5		
	16	17	18	19	20	5		
	23	24	25	26	27	5		
						19	27	School Month 2
October 2013	30	1	2	3	4	5		
	7	8	9	10	11	5		
	14	15	16	17	18	5		End 1st Quarter 10/24/13
	21	22	23	24	DH-25	4		Nevada Day 10/25/13
	28	29	30	31	1	5		
						24	51	School Month 3
November 2013	4	5	6	7	8	5		
	DH-11	12	13	14	15	4		Veterans' Day 11/11/13
	18	19	20	21	22	5		
	25	26	27	DH-28	DH-29	3		Thanksgiving 11/28/13
						17	68	School Month 4
December 2013	2	3	4	5	6	5		
	9	10	11	12	13	5		
	16	17	18	19	20	5		
	WB-23	WB-24	WB-25	WB-26	WB-27			Winter Break
	WB-30	WB-31	WB-1	WB-2	WB-3			Winter Break
						15	83	School Month 5
January 2014	WB-6	WB-7	WB-8	WB-9	WB-10			Winter Break
	13	14	15	16	17	5		
	DH-20	21	22	23	24	4		Martin L. King 1/20/14
	27	28	29	30	31	5		End 2nd Quarter 1/24/14
						14	97	School Month 6
February 2014	3	4	5	6	7	5		
	10	11	12	13	14	5		
	DH-17	18	19	20	21	4		President's Day 2/17/14
	24	25	26	27	28	5		
						19	116	School Month 7
March 2014	3	4	5	6	7	5		
	10	11	12	13	14	5		
	17	18	19	20	21	5		
	24	25	26	27	28	5		End 3rd Quarter 3/28/14
						20	136	School Month 8
April 2014	31	1	2	3	4	5		
	7	8	9	10	11	5		
	14	15	16	17	18	5		Easter 4/20
	SB-21	SB-22	SB-23	SB-24	SB-25			Spring Break
						15	151	School Month 9
May 2014	28	29	30	1	2	5		
	5	6	7	8	9	5		
	12	13	14	15	16	5		
	19	20	21	22	23	5		
	DH-26	27	28	29	30	4		Memorial Day 5/26/14
						24	175	School Month 10
June 2014	2	3	4	5	6	5		Last Day 6/6/14
	PD-9	PD-10	PD-11	PD-12	PD-13			End 4th Quarter 6/6/14
	16	17	18	19	20			
	23	24	25	26	27			
						5	180	School Month 11

This is not applicable for us as we will not need an alternative schedule.

A.6: School Climate and Discipline

Promise Academy Narrative

8/31/2012

Narrative A.6.1

Our primary goal at Promise Academy is to increase academic readiness and social/emotional growth for each student. This will be accomplished by making gains in academic language, moving students into the "Keeping Up" and "Moving Up" category, with the collaboration and cooperation of parental involvement. Our secondary goal is to keep our charter school viable and operating in good standing with the Nevada Charter School Authority. These goals can be achieved through providing students with a safe environment, both physically and emotionally, and encouraging students to take risks and challenge themselves while learning. In addition, teachers will know the academic starting point of each child in their class and will provide him/her with the necessary scaffolding of skills and strategies to move him/her through his/her learning. We firmly believe that each employee of the school (licensed, support, custodial, volunteer) is a stake holder in the success of each student at Promise Academy. Because of this care and concern, our students will realize their full potential, and will find they are not alone in their educational journey. Through this school-wide support system, our students will have an increased self-confidence by believing in themselves allowing them to excel academically and emotionally and help us to reach our goals.

Narrative A.6.2

Behavior issues occur in all schools, however, it is our belief that a large portion of these behaviors and/or discipline issues are due to students' frustration and lack of understanding of what is being taught to them, or the inability to complete the assignments and/or tasks. Therefore, Promise Academy's philosophy is to provide

purposeful, explicit instruction in a structured and supportive environment where students are engaged, active learners who are being taught not only at grade level but at their instructional levels. Should other types of behavior issues arise, they will be handled on an individual basis either at the classroom level or the Administrative level.

Narrative A.6.6

Promise Academy is planning to involve students' families in several ways throughout the year. We believe families should be at the forefront of their child's academic career working in a partnership with the school. Our school plans on having an "open door policy". We are eager to have parents/guardians as part of our learning community and as an active part of our school's vision. Our plan is to encourage and invite parents/guardians to sign-up at registration to contribute their knowledge, skills, time, and talents. Also through the use of monthly parent meetings, (held before, during, or after school to accommodate parent's/guardian's varying schedules), we will explain the extreme importance of their commitment to their child's academic career. Through these monthly meetings, we will also provide parents/guardians with training and information on how they can specifically assist their child as well as the school. Parental Involvement will consist of attending parent conferences, school-wide activities, other school events, and/or volunteering at Promise Academy. In our initial year, we hope to have 10% of our students' parents/guardians volunteering and assisting with school and classroom needs on a monthly basis. In the following years, we would like this to increase by an additional 10% each year. We want parents/guardians to understand that they are valuable, capable, and important contributors to their child's success as well as the school environment.

To determine the effectiveness of our parental involvement and satisfaction with school climate, Tier III data will be collected through the use of annual surveys to the parents and/or designated legal guardians, see Appendix. Data will also be collected through face-to-face contact, parent conferences, and informal/formal meetings. All data will then be examined at the end of the year, with the whole staff, to determine what was effective and what changes need to be implemented for the upcoming school year.

A.6: School Climate and Discipline

Promise Academy Attachments

8/31/2012

CODE OF ETHICS

Promise Academy's Code of Ethics focuses on three primary groups; Teachers, Students and Parents. The Code of Ethics is written in the form of a contract for each involved party to sign each year. This will serve as a reminder of the school's emphasis on creating and maintaining a positive environment where all can work and learn.

IMPLEMENTATION

The Code of Ethics will be addressed with students, parents, and teachers at the beginning of each school year. Students, parents, and teachers will sign The Code of Ethics agreeing to follow it to the best of their abilities. All signed copies will be kept on file in the office.

ENFORCEMENT

Effective enforcement of ethics and behavior is an important social learning tool. Enforcement of this is critical to insure success of our school's mission and of our students as individuals. Everyone at Promise Academy will read and adhere to this Code of Conduct and be held accountable to it.

PROMISE ACADEMY TEACHER CODE OF CONDUCT

- I will be prepared each day for an interactive learning environment.
- I will follow the curriculum to insure success of my students.
- I will not limit any student's academics. I understand that each student has unlimited potential when motivated.
- I will work with parents for shared success of each student. I will have missed assignments prepared and available for students who have been absent.
- I will be respectful and realize that it is my actions along with the student's parents that teach our students proper behavior.
- I will work with students and their parents in a collaborative team to create an environment where all students can learn and become prepared for their future.
- I will continue my personal education.
- I will not use my cell phone during class time.
- I will be respectful of my co-workers and their work space as well as their property.
- I will not tolerate bullying in any form, and I will prevent and report it in my classroom as well as around the school.

Name

Date

PROMISE ACADEMY STUDENT CODE OF CONDUCT

- I will be prepared each day. All homework assignments will be completed to the best of my ability. All books and equipment needed for the next day will be ready and available. My uniform will be clean and worn properly.
- I will listen to my teachers and parents and understand they are there to help me. If I have questions during the day I will raise my hand and wait to be called upon.
- I will ask questions if I do not understand a subject or topic being taught.
- I will try to be in class every day, and if I miss a class, I understand it is my responsibility to make up all missed assignments.
- I will be nice and courteous to my teachers, fellow students, staff members, and guests at the Promise Academy.
- I will not cheat and understand that dishonesty is not beneficial to my learning.
- I will not use my cell phone during class time.
- I will be respectful of my classmates and their work space as well as their property.
- I will not tolerate bullying in any form, and I will do what I can to stop it.

Name

Date

PROMISE ACADEMY PARENT'S CODE OF CONDUCT

- I will have my child(ren) to school on time each day.
- I will contact the school before the official start time if my child(ren) is/are unable to attend school for any reason.
- I will communicate with my child(ren) on a daily basis to see how their day went. I will help them with their homework and have them ask their teachers if I can not assist them with a subject.
- I will ensure my child(ren) is prepared each day by having a good night's sleep, a good meal and appropriate uniform for each day of school.
- I understand that I am responsible for my child(ren)'s discipline. If my child(ren) does not follow the rules, I will work with the school to address the behavior(s) of my child(ren).
- I am an active member at this school and will do my best to volunteer in some capacity during each school year.
- I will be respectful of my child(ren)'s teachers, other staff members, other parents and students I interact with as well as their property.
- I will not tolerate bullying in any form, and I will report it when I see or hear about it around the school.

Name

Date

Truancy Policy

A truancy is defined as a student who is absent from school without a valid excuse or prearranged absence, (NRS 392.130). The Nevada Revised Statute states that any student who has been declared by the school to be truant three (3) or more times due to an unapproved or unexcused absence in the school year must be declared by the school to be a habitual truant and must be reported by the school administration to the local law enforcement agency, (NRS 392.140). The consequences for a student who is *cited* for habitual truancy are determined by Juvenile Court and cannot be appealed through the school, (NRS 392.147).

Attendance Policy

REQUIRED SCHOOL ATTENDANCE: In the state of Nevada, any child between the ages of 7 and 18 years of age must attend school. Parents are responsible for seeing that their children are enrolled and attend school for the entire school year. [Effective January 1, 2011.] (NRS 392.040) Regular attendance at school is a necessity if students are to achieve their fullest potential. If a child is to be absent, the parent/legal guardian must call the office (XXX-XXXX) on the morning of the child's absence between 7:00 and 8:30 am. Parents/Guardians are urged to work with school personnel to resolve any issues that may interfere with their child's school attendance. Students will be recorded as a half day absent if they arrive at school 1 hour and 55 minutes after the official school start time. Students will be recorded as a full day absent if they arrive at school 3 hours and 45 min after the official school start time.

It should be noted that any student who attends Promise Academy is limited to twenty (20) total absences per year. After 20 absences, retention at that grade level is possible pending a meeting with site administration.

Arrival/Departure – Promise Academy will not provide for student supervision on elementary school playgrounds before and after school, so students should arrive at school as close to 7:50 am as possible. (Remember: the tardy bell rings at 8:05 am) If it is necessary for a student to stay after school, parents will be notified. Otherwise, students must be picked up by 2:40 pm.

APPROVED ABSENCES:

An approved absence is an unavoidable absence caused by illness, court appearances, religious holidays, an emergency outside the control of student or student's family, or a prearranged absence (not exceeding 10 in a school year). **Although we highly encourage parents to schedule Doctor and/or Dental appointments as well as vacations outside of the school day**, we understand that sometimes it is not possible.

Students are responsible to obtain make-up work from their teachers after they return from an absence. Students have three days to complete make-up work following an approved absence. No Child Left Behind holds schools accountable for a 95% attendance rate.

- Doctor's Notes: If student is absent five (5) consecutive days or more, he/she must bring in a note from a doctor to be excused.

Homework Request: Homework may be requested if a student is out of school three (3) days or more. This request is made to the teacher. Teachers are given at least twenty-four hours to prepare work.

Make-up Work: After any absence the student is required to initiate contact with the teacher(s) to obtain appropriate make-up work within three (3) school days immediately following the absence. Students shall be allowed a minimum of three (3) days to complete make-up work, but will need to comply with individual teacher expectations.

ABSENCE NOTES:

A signed and dated note is required following every absence, except prearranged where notification is given before the absence. All absence notes are to be turned in to the teacher within three (3) days after the student returns from the absence. Student, parents, and/or guardians may be required to confer with an administrator when a student accumulates six (6) absences.

-Please note that a student will be considered absent half a day if they miss 1 hour and 55 minutes. Students will be considered absent a full day if they miss more than 3 hours and 45 min.

-Parents are strongly urged to complete the Absence Notification Form and submit it to the teacher within three (3) days of the student's return. See the attached form. If not, the absence note must contain the following items:

1. The first and last name of the student;
2. The date(s) the student was absent;
3. The reason the student was physically or mentally unable to attend, how the absence was related to the student's disability, or the nature of the emergency; and
4. Printed name, signature and telephone of the parent/guardian.

-The administration will determine whether the absent is classified as approved or unapproved.

PRE-ARRANGED ABSENCES:

Pre-arranged absences should be requested in advance and in writing using the Pre-arranged Absence Notification Form. See the attached form. The form should be completed by the parent/guardian and returned to the front office. When possible, these arrangements should be made at least three days prior to the absence, except in the case of an emergency. These absences are still included in the absence total. **Pre-arranged absences are limited to ten days in one school year and are not permitted during the first and last ten days of school.**

UNAPPROVED ABSENCES:

If an acceptable explanation of the absence is not provided (within three (3) school days) or the approval was not granted for a prearranged absence, then the absence is unapproved and is deemed a truancy (NRS 392.144).

TARDIES:

Being on time for school is a positive way to start the day. Students who are late must report to the office to pick up their tardy slip prior to going to the classroom. Tardies are cumulative for each trimester. Excessive tardiness may result in disciplinary action and notification to parents/guardians. Persistent tardiness may result in a Required Parent Conference (RPC).

RETENTION:

Promise Academy students in each grade level will have an academic year of instruction in each of the following categories: Reading, Language, Social Studies,

Mathematics, Science, Art, Music, Health, Physical Education, and Computers. Students will be promoted in accordance with relevant Nevada Administrative Codes and Nevada Revised Statutes that designate the necessary requirements for each grade level. If a student needs to be retained, the classroom teacher must complete the Lights retention scale, RTI documentation, and retention paperwork. All retention data will be reviewed and analyzed by a committee to determine if retention is the best option for the student on a case by case basis.

PROMISE ACADEMY Absence Form



Students who have been absent must provide notice from the parent/guardian to the school explaining the reason for the absence within 3 school days after their return. If an acceptable explanation of an absence is not provided, the absence is unexcused and, in accordance with NRS 392.13, is deemed a truancy. An excused absence still counts as an absence. An excused absence simply signifies there was a reason given for the absence. According to CCSD policy, only 20 absences, per school year, are permitted.

STUDENT NAME	STUDENT NUMBER	GRADE/TEACHER

Absence Date(s): _____

Total Days Student(s) was absent: _____

Reason for absence: Please choose from the following:

- Sick
- Dr. Appointment
- Family Emergency
- Death in the Family
- Other

Please Specify:

Parent Name (Please print): _____ Phone #: _____

Parent Signature _____ Date: _____

Date Received _____ Signature: _____

PROMISE ACADEMY
Pre-arranged Absence Form



Promise Academy attendance policy states, pre-arranged absences are limited to ten days in one school year and are not permitted during the first and last ten days of school.

STUDENT NAME	STUDENT NUMBER	GRADE/TEACHER

Absence Date(s): _____

Total Days Student(s) will be absent: _____

Reason for absence: Please choose from the following:

- Dr. Appointment
- Family Emergency
- Going out of town
- Other

Please Specify:

Parent Name (Please print): _____ Phone #: _____

Parent Signature: _____ Date: _____

Principal's Acknowledgement:

Approved: _____ Not Approved: _____

Principal's Signature _____ Date: _____

A.7: Target Population

Promise Academy Narrative

8/31/2012

Narrative A.7.1

The proposed target population for Promise Academy will be second language, low socio-economic students who have been underserved therefore becoming "curriculum casualties". The majority of our second language students will include, but will not be limited to, students whose primary home language is Spanish. Currently, as these students continue to be Second Language Learners, they become victims of classrooms that have had a lack of foundation as well as a lack of developmentally appropriate practices to continue their language and simultaneous academic development. It is imperative for these children to receive appropriate services. According to the Nevada State Department website, at the time of this application, there are no active charter schools on the East Side of the Las Vegas valley (Sunrise Manor Township-East of the 15 freeway and East of the 515/95 freeway), see Attachment A.7.2 This area has a growing Latino population, and we feel compelled to secure a location for our charter school here.

Narrative A.7.3

Promise Academy's mission is to create an enriching, effective learning environment where all students, especially Second Language Learners, are taught to master the Common Core State Standards using researched-based strategies that are developmentally appropriate, while also developing their English Language proficiency. Our curriculum uses a hands-on approach to learning that lowers the students' affective filter of academic language so students can develop their content skills and concepts, while acquiring their English language. Also, our teachers will use a Gradual Release

Model (explicit instruction, guided instruction/practice, independent practice), while providing opportunities for differentiated instructional activities, teaching to multiple intelligences, use of cooperative learning, and numerous scaffolding opportunities in the classroom.

Narrative A.7.5

Promise Academy will measure success of our targeted population, second language learners, through a variety of evidence and assessments. We know that this population tends to score low on standardized assessments due to their limited proficiency in English and limited academic vocabulary. Through our progress monitoring, benchmark data, and professional development we will be constantly using data to determine what instructional strategies are working to develop English proficiency and academic vocabulary. Two of our main assessment tools that relate to our goals are the Idea Proficiency Test (IPT) and the Woodcock-Munoz Language Survey (WMLS-R). The IPT and WMLS-R will be administered at the beginning and the end of every year. On these assessments, 80% of Promise Academy students will make gains of .5 years, or more, annual growth in basic communication and academic language. Using a nationally-normed assessment, 80% of students who attend Promise Academy for at least three consecutive years will achieve a student growth percentile that is sufficient for them to be labeled "Keeping Up" in the areas of ELA and Math as measured by the Nevada Growth Model (NGM). Within four years of enrolling at Promise Academy, 80% of the students will be proficient writers of English as determined by the annual Nevada State Writing Proficiency Exam. When appropriate, evidence of the school's successes will be collected and kept electronically on a secure,

internal database and print-outs will be placed in student assessment folders.

Throughout the year as we examine the collected evidence, administrators and teachers will determine what appropriate staff development will occur. Our professional development will be designed around strategies that promote success with second language learners. We believe that it is the teachers' effectiveness in delivering instruction that is going to make our students and the school successful.

Narrative A.7.6

Per NAC 386.150, Promise Academy is dedicated to providing educational programs and opportunities for pupils who are at-risk and are Second Language Learners. We plan on recruiting students through word of mouth, door to door, fliers, and other surrounding district elementary schools. We will be serving the needs of these at-risk students by providing a learning environment that thrives on appropriately paced language development. Our teachers will be trained in language acquisition and will be expected to demonstrate, in their lessons, how they are differentiating instruction for these varied levels of students. We are also taking the time to determine each student's language level to better drive his/her instruction in a more efficient and accurate manner. We plan to measure student success through informal and formal assessments throughout the year. It is our firm belief that these at-risk students can succeed in a comparable manner to their peers if given the right developmental and supportive environment.

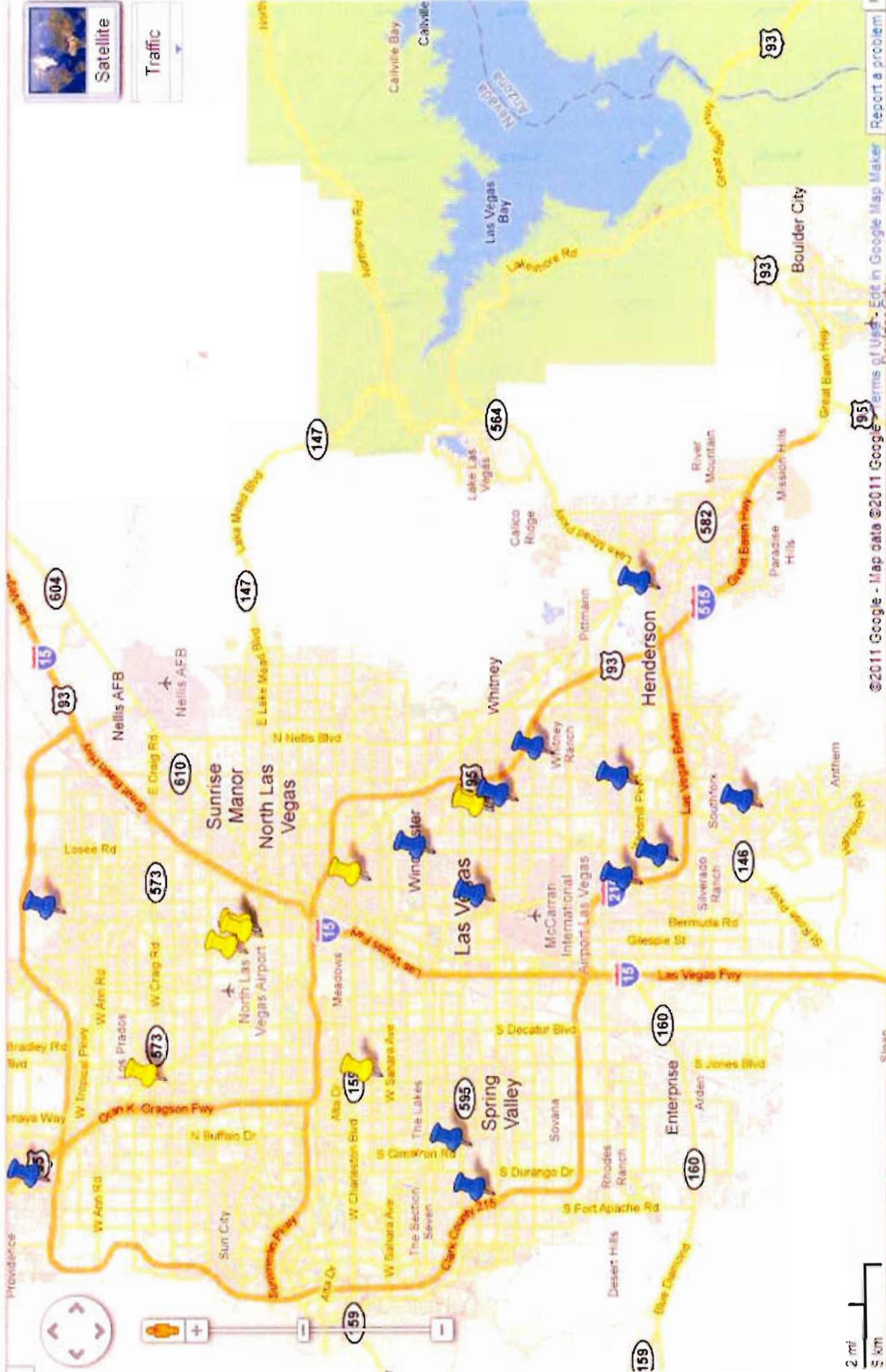
A.7: Target Population

Promise Academy Attachments

8/31/2012

According to the Nevada State Department website, at the time of this application, there are no active charter schools on the East Side of the Las Vegas valley (Sunrise Manor Township-East of the 15 freeway and East of the 515/95 freeway), see attachments. We have obtained enrollment projections and demographics of the number of second language students in this area from the English Language Learner Department of the Clark County School District. In their statistics, the proposed areas that we are looking to secure a building are called Area 1 (A1) and Area 2 (A2). According to their statistics, these Areas have a consistent trend of a growing number of second language students that we feel need our type of charter school.

Google maps



2 mi / 5 km

ELL Fast Statistical Facts - June, 2012

* March, 2011 - changes in counts and percentages due to 1011 Exiting of 2nd Year Migrant
 92,466 ELL students identified

1.76% CCSD ELL population increase each year.
 (October 2006 - October, 2011) 6 year trend

43,530	2002-03 ELL Enrollment (October 2002)
45,241	2003-04 ELL Enrollment (October 2003)
51,004	2004-05 ELL Enrollment (October 2004)
48,101	2005-06 ELL Enrollment (October 2005)
56,752	2006-07 ELL Enrollment (October 2006)
60,991	2007-08 ELL Enrollment (October 2007)
60,211	2008-09 ELL Enrollment (October 2008)
57,174	2009-10 ELL Enrollment (October 2009)
55,502	2010-11 ELL Enrollment (October 2010)
54,398	2011-12 ELL Enrollment (October 2011)
45,746	Current Month ELL Enrollment (11/12 ELLPA results included)

150	Languages Represented - Current Month
151	Languages Represented - January, 2012
143	Languages Represented - January, 2011
135	Languages Represented - January, 2010
110	Languages Represented - January, 2009
105	Languages Represented - January, 2008
95	Languages Represented - January, 2007
87	Languages Represented - January, 2006
85	Languages Represented - January, 2005
78	Languages Represented - January, 2004
71	Languages Represented - January, 2003
62	Languages Represented - January, 2002

88.47% Percentage that speak Spanish
 2.65% Percentage that speak Tagalog

151 Different countries represented
 78.81% Percentage from United States
 12.52% Percentage from Mexico
 1.94% Percentage from Philippines

7,401 ELL/Special Education identified students (11/12 ELLPA)
 16.18% ELL/Special Education student population

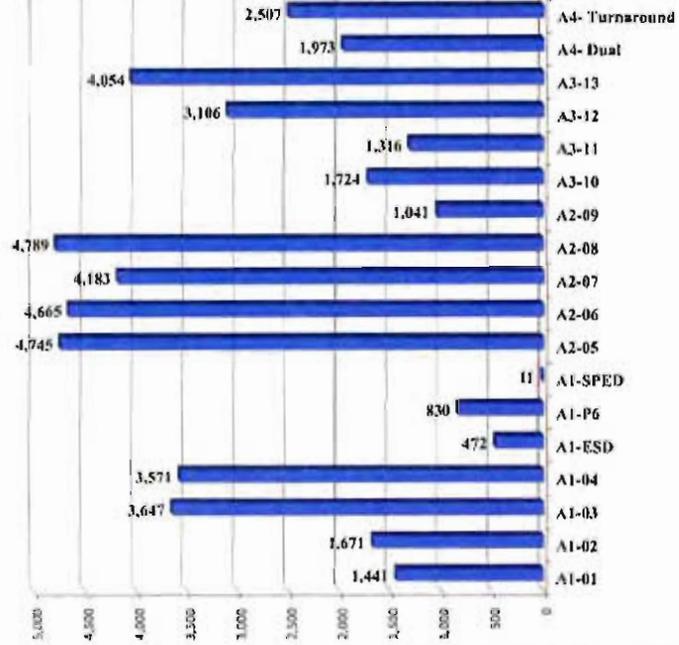
166 ELL GATE identified students - Current Month (11/12 ELLPA)
 0.36% ELL GATE student population
 4.97% Students same grade June 07 & October 07 (2,530/50,803)
 4.71% Students same grade June 08 & October 08 (2,408/51,133)
 1.60% Students same grade June 09 & October 09 (89,355/56,068)
 1.24% Students same grade June 10 & October 10 (741,598/46)
 1.40% Students same grade June 11 & October 11 (930/66,380)
 Students same grade June 12 & October 12 (930/66,380)
 Percentage includes (AA, AB, AC, AW, BA, BB, BC, BW, WC not P, 12, 13)

ELL ELPA Students

A1-01	1,441
A1-02	1,671
A1-03	3,647
A1-04	3,571
A1-ESD	472
A1-P6	830
A1-SPED	11
A2-05	4,745
A2-06	4,665
A2-07	4,183
A2-08	4,789
A2-09	1,041
A2-10	1,724
A2-11	1,316
A2-12	3,106
A3-13	4,054
A4-Dual	1,973
A4-Turnaround	2,507
Total	45,746

Students with EPS codes of AA, AB, AY, BB, BW
 ELPA 2011/12 results reflected in Fast Facts beginning March, 2012

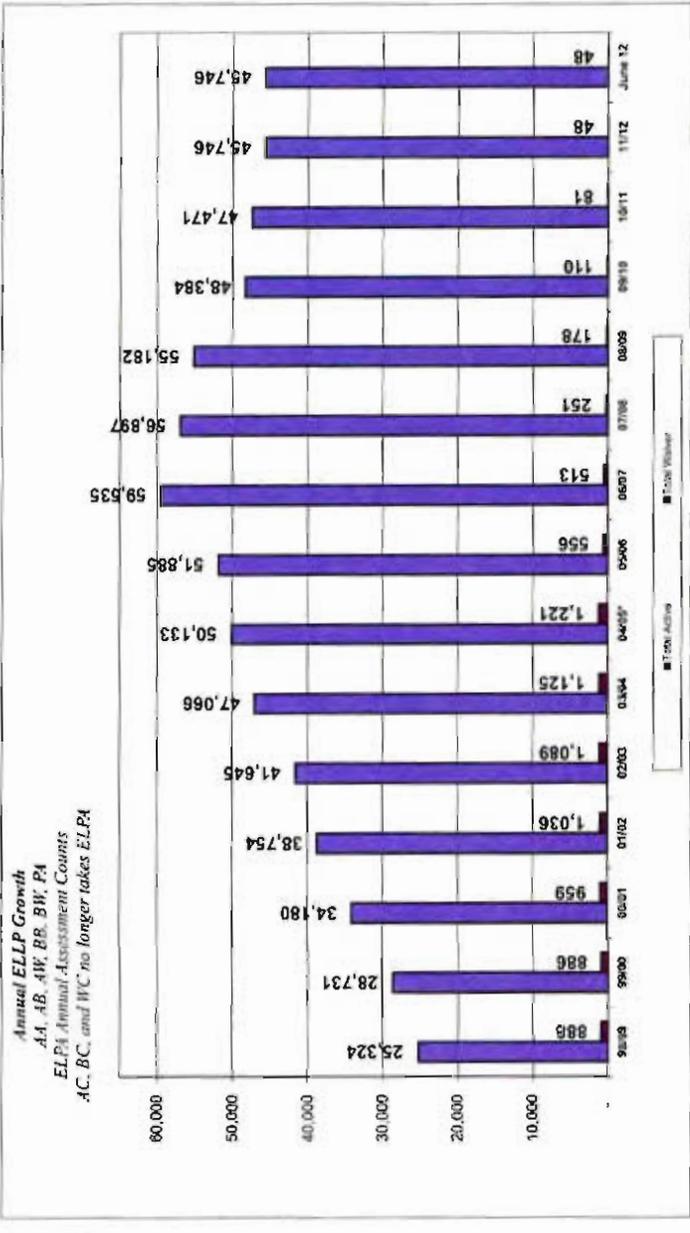
CCSD ELL Active Students - June, 2012



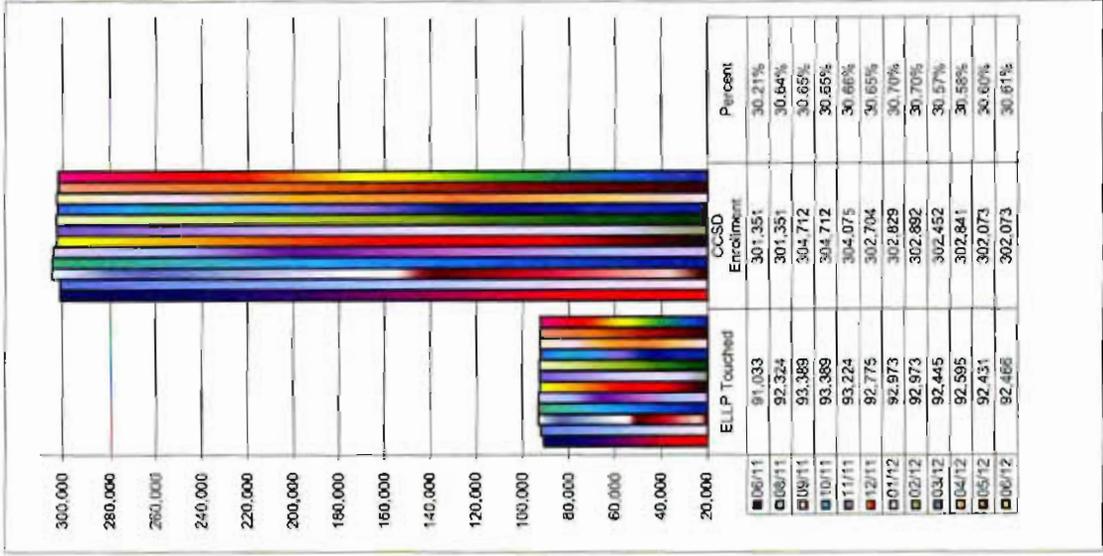
Annual Total	98-99	99-00	00-01	01-02	02-03	03-04	04-05*	05-06	06-07	07-08	08-09	09-10	10-11	11-12	June 12	
Total Active	25,324	28,731	34,180	38,754	41,645	47,066	50,133	51,885	59,535	56,897	55,182	48,384	47,471	45,746	45,746	
AA	12,940	13,886	16,093	17,544	14,991	13,331	14,903	4,262	10,619	8,436	5,018	4,970	5,301	4,904	4,904	
AB	5,726	7,062	9,264	10,644	14,769	19,780	20,324	28,623	26,650	25,871	27,492	24,404	21,531	19,708	19,708	
BA	4	28	37	9	3	3	3	3	3	3	3	3	3	3	3	
BB	6,660	6,855	8,796	10,141	11,636	13,809	16,037	15,515	19,439	18,049	17,753	18,891	20,558	21,086	21,086	
PA				416	246	143	90	65	37	46	20	9				
AC, BC, WC	XX	XX	XX	XX	XX	XX	XX	0	3976	4,344	4,721	16,695	14,571	15,040	15,040	
AW	460	484	539	583	617	665	737	352	305	157	105	63	47	29	29	
BW	428	402	420	453	472	460	484	204	208	94	73	48	34	19	19	
Total Washer	888	886	959	1,036	1,089	1,125	1,221	556	513	251	178	110	81	48	48	
Growth		11.86%	15.94%	11.80%	6.94%	11.52%	6.12%	3.38%	12.85%	-4.64%	-3.11%	-14.05%	-1.92%	-3.77%	0.00%	
02-03 to 11-12	19.97 Average growth:		1.33%													
06-07 to 11-12	6.37 Average growth:		-2.44%													

* From here use July counts

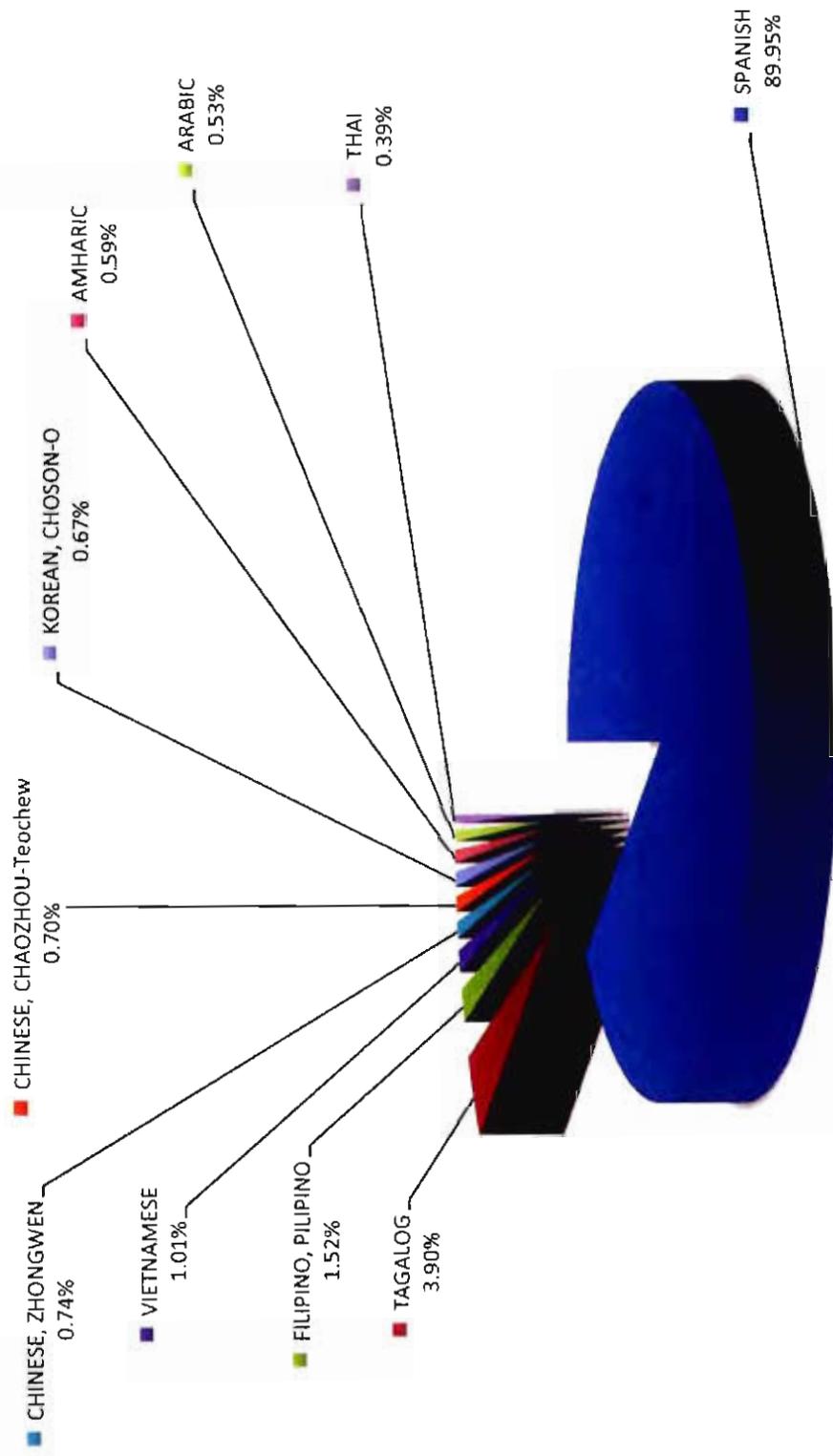
Mar 12 Drop due to ELPA Results



Annual ELLP Growth
AA, AB, AW, BB, BW, PA
ELPA Annual Assessment Counts
AC, BC, and WC no longer takes ELPA



Top 10 Languages (Percentages based on top 10 only) Updated: 07/03/12



Count of Languages by Area/PZ

Language Name	Totals	A1-01	A1-02	A1-03	A1-04	A1-ESD	A1-P6	AI-SPED	A2-05	A2-06	A2-07	A2-08	A2-09	A3-10	A3-11	A3-12	A3-13	A3-Dual	A3-Turn
AFRIKAANS	88	1	3	8	2	3	1		5	8	4	16	8	5	11	14	2		4
ALBANIAN	97	7	1	9		5					1	3	8	5	13	32	13		
AMERICAN SIGN LANGUAGE	4				1														
AMHARIC	685	8	4	10	4	5	11		15	6	69	1	38	136	280	64			15
APACHE	10				2		1		2				1						
ARABIC	593	37	15	25	14	4	8		2	10	37	49	20	117	52	117	54	6	26
ARABIC NORTH LEVANTINE SPOKEN	3												1	1	2				
ARAMAIC	22		3			2					1	2	1	2	4	8			
ARMENIAN	83	6		2									1	8	2	57	6		
ARMENIAN HAYEREN	183	8	6	4		4					4	2	2	25	16	99	13		2
ASSYRIAN	17				2									1	1	7			
BANGLA	10													1	2	2			
BAUTU	2						1												1
BELIZE KRIOL ENGLISH																			
BENGALESE	26	2	1	2							1	3	1	7	6		3		
BICOL	1																		
BILIN, BLIN, BILEN	1																		
BISAYA, BRUNEI	10				2														
BISAYA, SABAH/SARAWAK	2	1																	
BOSNIAN	90	2		4					3				1	5	2	5	29	56	2
BULGARIAN	261	9		13	1	4	3		1	2	15	1	49	49	99	13			2
BURMESE	29								2					4	7	9	6		
CAMBODIAN KHMER, CENTRAL	123	6	9	5	6	2			4	18	11	1	7	19	16	10			7
CANTONESE, CHINESE	304	9	1	12			4		2	1	2		2	14	67	131	54		5
CAROLINIAN, TANAPAG	3																		
CEBUANO	21		1									2	3	2	5	4	2		1
CHALDEAN NEO-ARAMIC	11	1	1								3								1
CHAMORRO	44	2	3	2	3	3			1				1	7	6	9	3		3
CHINESE, CHAOZHOU, Teochew	791	23	17	20		3	2	2	3	8	9	10	52	231	285	76			9
CHINESE, ZHONGWEN	838	5	9	49	3	3	1		1	8	18	11	88	230	244	165			14
CHUUKESE	6																		
CREOLE	52		2	2	7		1		1	5	3	3	2	6	5	8			1
CROATIAN, HRVATSKI	64	3		4		1						2	2	3	23	21	5		
CZECH	15	2	1	1	1								1	3	1	4	1		
DAN	2																		
DANISH	6																		
DARI PERSIAN	18				3								1	3	5	1	1		2
DEHE	1																		
DUTCH, NETHERLANDS	34	1	1	6	1								4	5	4	10			2
DZONGKHA BHUTANESE	1																		
EWE, EBE, EBWE, EYE, EFE, EUE, VIE, GBE, KREPI, KREPE, POPO	5	1																	
FANTE	3																		
FUJIAN	2																		
FILIPINO, PILIPINO	171	177	61	60	32	7	6		23	25	116	103	70	268	311	270	119	5	53
FINNISH	6	2	1																
FRENCH	276	22	6	14	4	3	4		8	9	10	42	4	42	21	52	19	3	13
FULA, FULUDE, PULAR, PULAR GA	1																		
GA	3																		
GAELIC, IRISH	1																		
GANDA, LUGANDA	3																		
GEORGIAN	2																		
GERMAN	138	14	12	6	4	2	1		2	4	1	6	9	33	14	20	9		1
GIKUYU, KIKUYU	1																		
GREEK	52	7		4		1								6	14	2	10	3	2
GUJARATI	47	6	1	1							3	1	2	10	8	7	4		3
HANGSUNGMAI, HANGSUL(AlPHABET)	3																		
HARARI	1																		
HAWAIIAN	46	3	1		4				2	1	1	1	5	9	6	10	2		2
HEBREW, IWRITH	107	1	1	5		1								14	13	58	8		4
HINDI	170	6	2	8	2	1	4		6	3	3	10	8	42	24	24	22		1
HMONG	27													1	9	3	2		6
HUNGARIAN	82	8	1	4		1			2	1	4	4	4	22	5	29	2		2
IBIDIO	1																		
IGBO, NIGERIAN	19	5	3	1				1		1			2	2	1	3			

Count of Languages by Area/PZ

Language Name	Totals	A1-01	A1-02	A1-03	A1-04	A1-ESD	A1-P6	A1-SPED	A2-05	A2-06	A2-07	A2-08	A2-09	A3-10	A3-11	A3-12	A3-13	A3-Dual	A3-Turn	
ILOCAO	148	11	3	4	2		1		1	15	8	18	29	30	12	6			7	
ILONGGO	8	1	1	4	3		1		1	1	3	3	11	12	23	9			1	
INDONESIAN, BAHASA INDONESIA	81	5	1	4	3		1		1	1	1	4	3	11	12	23	9		1	
ITALIAN	103	9	8	2	2		4		6	4	7	17	16	105	50	81	20		3	
JAPANESE, NIHONGO	407	45	12	25	4		4		6	4	7	17	16	105	50	81	20		3	
KANNADA, BANGLORI, CANARESE, KANARESE, MADRASSI	2																			
KAREN (ALL DIALECTS)	2																			
KETENGBAN KUPEL, OKTENGBAN ONYA	4																			
KHMER, NORTHERN	2																			
KIRIBATI	2																			
KIZIGULA, ZIGULA, ZIGWA	7																			
KONKANI, BANKOTI, KUNABI, CUGANI	2																			
KOREAN, CHOSON-O	753	42	10	36	6		3		2	7	18	18	117	142	248	89			2	
KOSRAEAN	2																			
KRAHN, EASTERNWESTERN	2																			
KUNAIMA	10																			
KURDISH, KURDI, SORANI	5																			
LAKOTA	2																			
LAO	24	2	1	2	2		2		2	1	1	2	1	5	3	2			1	
LAOTHIAN, PHA XA LAO	160	8	16	1	3		5		13	39	9	3	17	23	27	5			4	
LATIN	2																			
LITHUANIAN	8																			
MACEDONIAN	16																			
MANGYAR	1																			
MALAGASY	4																			
MALAY	4																			
MALAYALAM	28	2					2		1	15	1	1	8	3	6	5				
MALTESE	3																			
MANDARIN, CHINESE	285	5	4	8	4		6		2	1	12	4	26	48	118	43			5	
MANDINGO-LIBERIAN	2																			
MARATHI MAHARASHTRA MALHARTEE	8																			
MARSHALLESE	7																			
MIZO, DUILIAN TYWANG, DUILIEN, HUALINGO, LUKHAI, LUSAGO, LUSAI	2																			
MONGOLIAN, HALH	12																			
NATIVE AMERICAN	8																			
NAVAJO	41	3	2	3	6		3		2	3	3	2	6	4	5				2	
NEPALI, NEPALESE	48						2		1	35	1	1	7							
NORWEGIAN	6	2					1													
ORIYA, ODRUM, OLIVA, ORISSA, URIYA, UTGALI, VADIYA, YUDHIA	2																			
OROMO, BORANA-ARSI-GUJI, EASTERN, WEST CENTRAL	10																			
OTHER	1546	2							2											
PAIUTE NORTHERN	5	1																		
PALI, PRAKRIT	1																			
PAMPANGO, KAPAMPANGAN	32	2	1	1	1		1		1	2	1	3	7	5	4	1			2	
PANGASINAN	3																			
PASHITO	5																			
PATONS JAMAICAN CREOLE	6																			
PERSIAN, FARSI	295	27	1	20	1		2		3	8	2	55	35	114	20				5	
POH-NPEIAN, PONAPEAN	1																			
POLISH	103	10	3	6	1		1		1	2	3	6	24	10	26	9			1	
PORTUGUESE	201	26	4	23	5		3		6	3	10	3	28	36	37	14			2	
PUNJABI, PANJABI	61	5	1	3	1		1		2	3	1	3	17	9	9	4			2	
PUSHTU	1																			
ROMANI, ROMANY, GYPSY, GIPSY	11	1																		
ROMANIAN	161	14	1	11	2		1		1	3	5	6	22	28	39	13			1	
RUNDI, KIRUNDI, URINDI	2																			
RUSSIAN	297	21	12	24	5		2		1	2	7	12	14	57	47	60	17		4	
RWANDA, KINYANWANDA	5																			
SAMOAN	293	15	18	14	10		4		5	16	27	18	11	52	16	23	29		12	
SERBIAN, SRPSKI	194	2					3		1	5	3	5	3	10	56	105	3		2	
SHONA, CHISHONA, SWINA, ZEZURU	2																			
SIGNED EXACT LANGUAGE	3																			
SINDHI	3																			
SINHALA	48																			

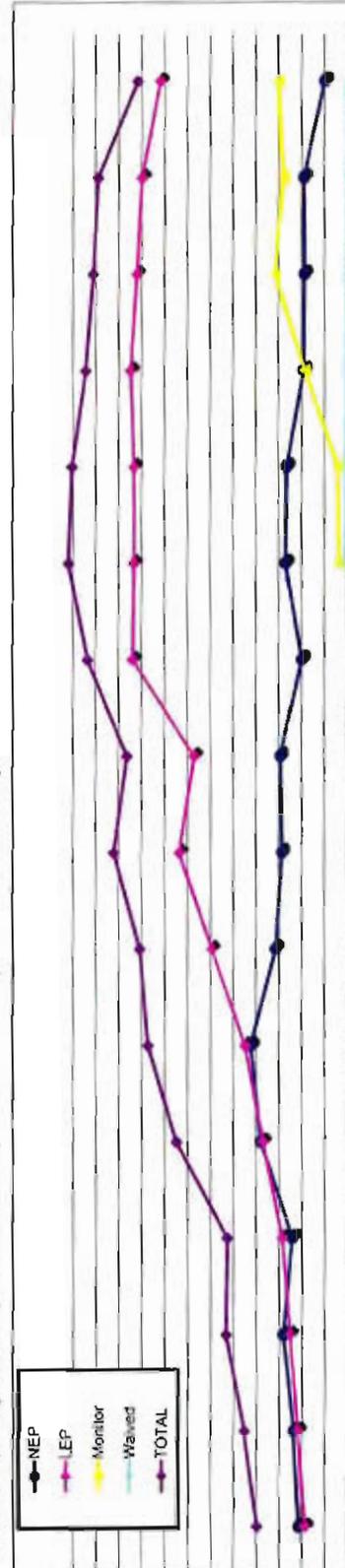
Count of Languages by Area/PZ

Language Name	A1-01	A1-02	A1-03	A1-04	A1-ESD	A1-P6	A1-SPED	A2-05	A2-06	A2-07	A2-08	A2-09	A3-10	A3-11	A3-12	A3-13	A3-Dual	A3-Turn
Totals	74	66	77	55	37	34	8	35	50	58	81	74	96	88	97	89	31	62
SLOVAKIAN																		
SOMALI	16																	
SPANISH	69	2	1	6	6	5		1	5	1	15	1	4	4	2	4		
SPANISH	101335	4009	3802	7768	7344	1338	1280	46	10022	9864	10462	9802	4970	2358	5258	8153	3432	8341
SWAHILI	70																	
SWEDISH	18																	
TAGALOG	4392	327	188	183	111	16	24	2	52	85	316	344	194	828	601	289	50	133
TAMIL, TAMILASAN, TAMBULI, TAMILI, TAMAL, DAMULIAN	13																	
TAMIR	11																	
TELUGU	23																	
THAI	443	20	7	26	12	4	1	9	17	36	12	20	73	73	65	38	4	25
TIBETAN	2																	
TIGRIGNA	188	7	10															
TONGAN	49	5	1	1														
TUKI	2																	
TURKISH	36	3	3	5														
TWI, ASHANTI, AKAN, AKUAPEM, FANTE	7																	
UKRAINIAN	18	1	1	1														
URDU	139	7	7															
VIETNAMESE	1134	65	32	27	16	2	4	5	13	48	17	22	179	262	328	82	9	23
WISAYAN, BISAYAN	47	5	2	4	1													
WARAY-WARAY, WARAY(AUSTRALIA)	1																	
WOLF	-2																	
YORUBA, YOORBA, YARIBA	7																	

ELLP Growth through the Years

	Oct-97	Oct-98	Oct-99	Oct-00	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05*	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	June 12 Current	Projected Oct-12
NEP	10,564	11,811	14,036	12,008	18,928	21,137	15,864	14,268	14,638	9,866	13,471	13,196	9,513	9,342	9,436	4,904	9,602
LEP	9,200	10,812	12,522	14,234	18,460	22,393	29,657	35,736	33,463	46,876	45,608	46,584	47,334	45,920	44,813	40,794	45,601
Monitor											1,784	2,011	9,260	15,722	13,878	15,040	14,122
Waived											369	242	161	110	74	48	75
TOTAL	19,764	22,623	26,558	26,242	37,388	43,530	45,341	51,004	48,101	56,742	60,991	60,211	57,174	55,502	54,398	45,746	55,354
PA		4,316	5,280	4,427	6,501	1,624	868	1,067	1,005	942	543	208	166	130	75		76
Growth		2,859	3,935	(316)	11,746	6,142	1,811	5,663	(2,903)	8,641	4,249	(780)	(3,037)	(1,672)	(1,104)	(9,756)	
Percent	0%	12.64%	14.82%	-1.20%	29.81%	14.11%	3.99%	11.10%	-6.04%	15.23%	6.97%	-1.30%	-5.31%	-3.01%	-2.03%	-21.33%	1.76%
12) Averaged Annual Growth (00-11) 5.17% 6) Averaged Annual Growth (05-11) 1.76%																	

* NEP Students (Non-English Proficient) EPS codes of AA or BA
 ** LEP Students (Limited-English Proficient) EPS codes of AB or BB
 *** PA Students - (Pending Assessment) EPS code of PA - not yet tested



	Oct-97	Oct-98	Oct-99	Oct-00	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05*	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Current
NEP	10,564	11,811	14,036	12,008	18,928	21,137	15,864	14,268	14,638	9,866	13,471	13,196	9,513	9,342	9,436	4,904
LEP	9,200	10,812	12,522	14,234	18,460	22,393	29,657	35,736	33,463	46,876	45,608	46,584	47,334	45,920	44,813	40,794
Monitor											1,784	2,011	9,260	15,722	13,878	15,040
Waived											369	242	161	110	74	48
TOTAL	19,764	22,623	26,558	26,242	37,388	43,530	45,341	51,004	48,101	56,742	60,991	60,211	57,174	55,502	54,398	45,746

March, 2012 - Drop due to 11/12 ELPA Results
 * Reflects changes to NDE standards for exiting ELL students
 May 07 - All students (incl Monitor and Waiver) take ELPA
 Sep-09 Monitor students no longer take ELPA

While we are unsure of the exactly where the location of Promise Academy will be, we do have plans for recruiting students. We will advertise in the schools and businesses around our proposed building location. These local businesses may include stores, banks, recreational centers, restaurants, and churches. We want to specifically advertise in the East Side of the Las Vegas valley, see attachment A7.2, as that neighborhood including the targeted population that we are trying to reach. In addition, we will have a representative from our Charter School attend functions and meetings at local/community organizations. If funding allows, we plan to look into advertising in the local newspapers, both English and Spanish publications, as well as on radio and television, including Latino stations. In upcoming years when we are established, we are planning to use parents of students currently enrolled at our school to encourage other parents, through their own experiences and success stories, to enroll their children in our school.

A.8: Special Student Populations

Promise Academy Narrative

8/31/2012

Narrative A.8.1

Promise Academy will specifically target students who have limited English proficiency, and will assess the growth of English Language acquisition over the course of the year using various measures, see Attachment A.4.1. Our primary goal is to demonstrate that the English Language Learner can learn regardless of language obstacles. Classes will be designed with an instructional model that is both researched-based and hands-on approach to learning. Students will work on all domains of language acquisition including listening, speaking, reading, and writing. We realize that some of these students will be dual coded with Special Education or GT codes, and we plan on addressing those needs in a variety of ways. Promise Academy believes all students including English Language Learners, GT, Special Education, and 504 students should have equal access to educational opportunities. Pursuant to NRS 386.580(4) and NAC 386.350, unless the governing body determines that Promise Academy is unable to provide an appropriate special education program and related services for a particular disability of a pupil who is enrolled in the charter school, the governing body may request that the board of trustees of the school district of the county in which the pupil resides transfer that pupil to an appropriate school.

Promise Academy will adhere to the requirements of IDEA as well as other federal requirements. Also, Promise Academy will use the Nevada Special Education Manual as a reference and guideline for developing Individual Education Plans. Special Education students will be receiving Tier II and Tier III instruction based on their IEP and individual instructional needs. Students with a 504 Plan will have differentiated instruction comparable to their peers, and in addition have individual needs met as

determined through their 504 Plan. Identified GATE students will be receiving enrichment activities to foster further learning growth in core areas.

Category	Identification	Test/Screening	Academic Content
ELL	Student enrollment form	WIDA	Differentiated Instruction using Common Core State Standards
504	RTI data	NA	Differentiated Instruction using Common Core State Standards as identified through their 504 Plan
GT	Teacher referral	Kaufman Brief Intelligence Test- 2 (KBIT-2)	Differentiated Instruction / Enrichment using Common Core State Standards
Special Education	RTI data or current IEP	RTI data / classroom data	Differentiated Instruction using Common Core State Standards as identified through their IEP

Narrative A.8.2

Students who do not make adequate progress in general education, despite quality instruction and curricula, may need to be referred to the school's Response to Intervention (RtI) Team. RtI is the practice of providing high quality instruction and intervention, matched to student needs, while using learning rate over time and level of performance to make important instructional decisions. It is built on the idea that early intervention helps prevent failure. RtI is a process used to help students who have fallen behind academically and/or behaviorally to see how they respond to specific interventions. Promise Academy's RtI Team will offer assistance to teachers by supplying them with ideas for high-quality interventions, support in filling out the

required documentation, and a 'case manager' to work in cooperation with the teacher in monitoring their referred students.

- Tier I provides grade level core instruction for **ALL** students. It is the expectation that the general education teacher differentiates instruction using researched based core programs. Teachers use ongoing formative assessments to inform, plan, and deliver instruction. Benchmark assessments are administered three (3) times per year as well as monthly progress monitoring.
- Tier II intervention is teacher led, provides additional attention, focus, and instruction for students who are not making adequate progress given Tier I instruction. Intervention occurs outside of the core reading block. Students who receive Tier II instruction will be given an initial screener to identify their specific skills deficit or behavior issues. An Rtl plan will be created focusing on these identified deficits or issues. Promise Academy's progress monitoring will occur once a week on the identified deficits or issues to ensure adequate progress and learning. Initially, the Rtl Team will meet every other week to assist teachers in the early steps of their Rtl referrals. Once a teacher and the Rtl team have identified a student who will go through the Rti process, the team will meet every 4-6 weeks to monitor that identified student's growth. At these meetings the teacher, along with the designated 'case worker', will present the current collected data. Upon looking at the data, the Rtl team will consider what the next option(s) should be for the identified student. The options considered should include: Exiting Tier II intervention (if the student is able to meet benchmarks),

Continue current Tier II intervention (if intervention is working), Continue Tier II intervention but change the instructional program/style, or targeted skill (if there is little to no growth), or entrance into Tier III intensive intervention.

- Tier III: If after 16 weeks of intervention students do not show adequate growth, they will be moved into Tier III and therefore qualify for Special Education services. These identified students should only make up 5-10% of the school population. These students will no longer be monitored by the RtI Team, but be placed on the Special Education teacher's case load who will continue the specific interventions for each student.

Narrative A.8.3

Promise Academy will hire a licensed Special Education Teacher to facilitate all special education responsibilities to students identified as having a disability and in compliance with federal and state regulations. This teacher will be contracted at the same rate of pay and benefits as General Education Teachers. Other professional services such as, but not limited to, psychologist, speech therapist, occupational therapist/physical therapist, etc. will be contracted out at \$50 an hour. Transportation will not be provided for parents to attend meetings. Staff will make every attempt to include parents in all decisions including, but not limited to, phone meetings, home visits, etc. Parents will not be reimbursed for their transportation to come to the school site for any purpose. Special Education supplies will include testing materials and adaptive supplies for students to access and participate in the curriculum to the fullest extent possible.

Narrative A.8.4

Promise Academy's Special Education Continuum of Service delivery model is organized for the Special Education student to receive instruction and/or interventions in the General Education environment to the greatest extent possible. The Special Education Teacher (SET) will provide services based on what is stated in the students' Individualized Education Plan (IEP). It is our belief that by providing smaller class sizes and teachers with extensive backgrounds teaching students whose native language is something other than English and/or at-risk students we will be able to provide instruction that is appropriate for every student allowing them to remain within the General Education environment for the majority of their instruction. The SET can provide services through various models. The SET can provide consultation to the General Education Teacher (GET) which are indirect services focusing on modifying instructional methods, grading, expectations, materials, etc.; Co-Teach with the GET to provide a partnership in the classroom for planning and delivery of instruction; Collaborate with the GET to provide direct, simultaneous instruction to a student or group of students within the General Education classroom and/or Pull-Out Services to provide direct, specially designed instruction outside the General Education classroom to a student or group of students that supplements the core instruction and is provided outside of the core instruction in order to avoid supplanting the core instruction. If more direct, individualized instruction is needed for longer periods throughout the school day, the student or students will be provided this instruction in an environment that will be conducive to their needs by a certified Special Education Teacher.

A.8: Special Student Populations

Promise Academy Attachments

8/31/2012

NEVADA DEPARTMENT OF EDUCATION
Charter School Application

INSTRUCTIONS

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

POLICY ASSURANCES

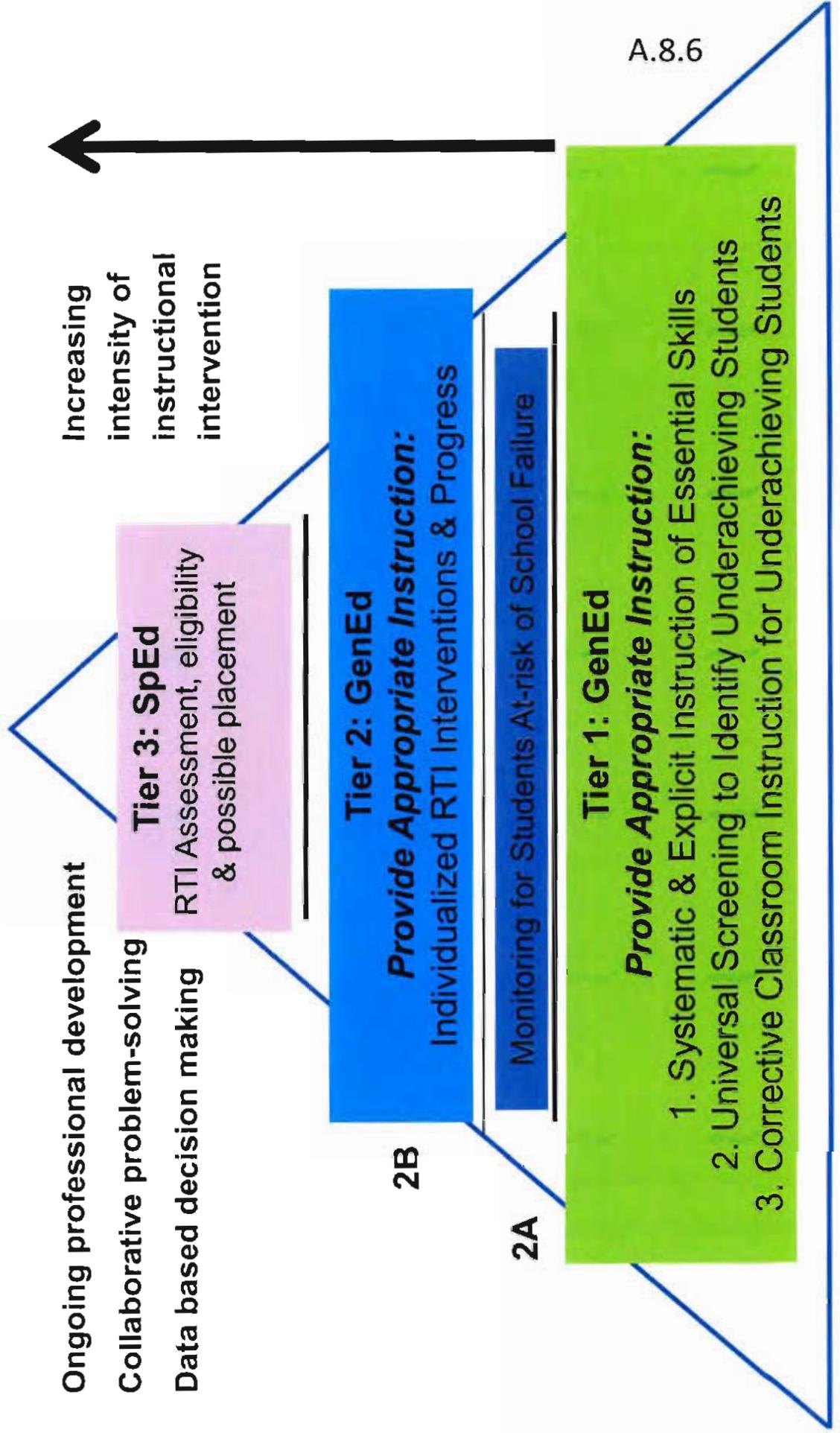
The Charter School assures that it will adopt procedures that align with state and federal requirements in the following areas:

- Confidentiality (34 CFR 300.611-300.625, 34 CFR Part 99)
- Transmittal of Records (34 CFR 300.323; NAC 388.261)
- Procedural Safeguards (34 CFR 300. 300, 300.503, 300.504, 300.505; NAC 388.300)
- Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; NAC 388.315)
- Surrogate Parents (34 CFR 300.519; NAC 388.283)
- Child Find Process (34 CFR 300.111; NAC 388.215, 388.292)
- Evaluation / Reevaluation / Eligibility (34 CFR 300.301, 300.303, 300.305, 300.306; NAC 388.336, 388.337, 388.340-388.410)
- Individualized Educational Program (IEP) Development (34 CFR 300.321, 300.322, 300.323; NAC 388.281, 388.284)
- IEP Considerations and Components (34 CFR 300.116, 300.320, 300.321, 300.324; NAC 388.284)
- Placement (34 CFR 300.115, 300.116; NRS 385.580; NAC 388.245)
- Transfer Students (34 CFR 300.323; NAC 388.263)
- Discipline (34 CFR 300.536; NAC 388.265)
- Independent Educational Evaluation (34 CFR 300.502; NAC 388.450)
- Collection and Reporting of Timely and Accurate Data upon Request of the NDE

Type Name of Charter School and Title of Authorized Representative of the Charter School.	
Promise Academy Principal	
Signature:	Date:
K. Pellegrino	8-31-12

RTI Multi-Tiered Approach Overview

Attachment



Add School Letterhead
TBD with address and phone

Date: _____

To the Parents/Guardians of _____

Dear _____,

_____ is experiencing some difficulties in school. Our Response to Intervention Team (RTI) will conduct some academic and/or behavioral screenings and implement some interventions specific to your child's needs.

Enclosed is a Student/Family information form. Please complete this form and return it to me as soon as possible. ALL information is kept confidential.

Thank you for your assistance. If you have any question, please feel free to contact me at school.

Sincerely,

Classroom Teacher

Add School Letterhead
TBD with address and phone

Fecha: _____

Para los Padres/Tutores de _____

Estimado _____,

_____ esta experimentando algunas dificultades en clase. Nuestro Equipo de Responder a Intervenciones (RTI) conducirá algunas evaluaciones académicas/conducta para implementar algunas intervenciones específicas para las necesidades de su hijo/a.

Adjunto esta la forma de información del Alumno/Familia. Favor de llenar esta forma y regresar enseguida. Toda la información adquirida es confidencial.

Gracias por su ayuda. Si usted tiene preguntas favor de llamar a la escuela y hablar conmigo.

Atentamente,

Maestro/a de la clase

Promise Academy RtI Request

Student: _____

Teacher: _____

Student Number: _____

Grade: _____

I. Description of Concern: Circle area of concern and list initial support data.

Reading:	Math:	Writing:
Letter Names:	Number Sense:	Letter Formation:
Letter Sounds:	Addition:	Writing Sentences:
Blending:	Subtraction:	Other:
Segmenting:	Multiplication:	Behavior:
Fluency:	Division:	Time on Task:
Comprehension:	Other:	Work Completion:
Other:		Other:

II. Target Skill: Circle a **maximum of two focus** skills. Please write in current baseline scores. Ex: Addition Facts: 12 facts per minute or Blending: 10 sounds per minute on NWF.

Reading: (DIBELS)	Math: (Timed Measure)	Writing: (Application)
Letter Names: (LNF)	Number Sense:	Letter Formation:
Letter Sounds: (ISF)	Addition:	Writing Sentences:
Blending (NWF):	Subtraction	Other:
Segmenting: (PSF)	Multiplication:	
Fluency: (ORF at _____ level)	Division:	Behavior: (Plan)
Comprehension:	Other:	Work Completion:
Other:		Off Task:
		Other:

**Promise Academy
Rtl Request**

List Interventions previously tried:

Interventions	Date Implemented	Outcome

Parent Contact:

Date	Contact by (phone, meeting...)	Topics Discussed / Interventions given to parents to do at home with their child

Promise Academy Rtl Request

Student: Susie Snow

Teacher: Ms. Black

Student Number: 12345

Grade: 2

I. Description of Concern: Circle area of concern and list initial support data.

Reading:	Math:	Writing:
Letter Names:	Number Sense:	Letter Formation:
Letter Sounds:	Addition:	Writing Sentences:
Blending:	Subtraction:	Other:
Segmenting:	Multiplication:	Behavior:
Fluency:	Division:	Time on Task:
Comprehension:	Other:	Work Completion:
Other:		Other:

II. Target Skill: Circle a **maximum of two focus** skills. Please write in current baseline scores. Ex: Addition Facts: 12 facts per minute or Blending: 10 sounds per minute on NWF.

Reading: (DIBELS)	Math: (Timed Measure)	Writing: (Application)
Letter Names: (LNF)	Number Sense:	Letter Formation:
Letter Sounds: (ISF)	Addition:	Writing Sentences:
Blending (NWF): 10	Subtraction	Other:
Segmenting: (PSF)	Multiplication:	
Fluency: (ORF at <u>1st gr</u> level)	Division:	Behavior: (Plan)
Comprehension:	Other:	Work Completion:
Other:		Off Task:
		Other:

Promise Academy Rtl Request

List Interventions previously tried:

Interventions	Date Implemented	Outcome
Sight word cards	2/12/2013	Little to no progress
Remediate class word	12/2/2012	Still unable to blend

Parent Contact:

Date	Contact by (phone, meeting...)	Topics Discussed / Interventions given to parents to do at home with their child
10/22/2012	Met with mom	Discussed Susie's struggles, how I will adjust classwork, gave sight words to practice at home. Also discussed last year's academics at previous school.
11/17/2012	Parent conference (report card)	Explained how Susie is still struggling and checked with the progress they see at home.

Promise Academy Cumulative Folder Review

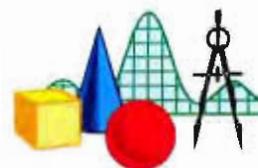
Student Name:		Date:	
Student Number:		Birthdate:	
Teacher:		Age:	
School:	Promise Academy	Grade:	

Cumulative Folder Review (For each item, please circle either **Yes** or **No** and explain every "Yes".)

Yes	No	Remedial Programs (e.g., RIP, Title I, etc.)
Yes	No	Prior Special Education:
Yes	No	Retention
Yes	No	Attendance or Truancy Problems
Yes	No	Transience Problems
Yes	No	Detention and/or Suspension Problems
Yes	No	Limited English Proficiency (If Yes, EPS code? Complete Bilingual Student Form)
Yes	No	Other agencies involved (e.g., probation, CPS, etc.)
Yes	No	Health Problems/Medications
Yes	No	Other

RESPONSE to INTERVENTION

SIP Intervention Plan Summary



Student: _____ ID Number: _____
 BD: _____ School: _____ Teacher: _____

Problem Clarification *(Define and operationalize the educational problem.)*

Educational Concerns _____

Intervention Target Problem(s) *(Identify and prioritize from one to three educational concerns. 1 is greatest, 3 is least concern.)*

1. _____	2. _____	3. _____
----------	----------	----------

Performance Indicator (PI) *(What specific skill will be taught and measured to show progress toward Target Problem 1, 2, and 3?)* Type of Measurement *(How will the PI be measured, e.g., counted, timed, rated, by goal attainment scale, etc.?)*

PI 1	PI 2	PI 3	PI 1	PI 2	PI 3
------	------	------	------	------	------

PI 1 Baseline			PI 2 Baseline			PI 3 Baseline		
B1	B2	B3	B1	B2	B3	B1	B2	B3

Intervention Plan Summary *(Attach a complete description to this form or use the reverse side to provide more details.)*

Description <i>(Explain what will be done to change each Performance Indicator as desired.)</i>	*Target Goal	**ART
_____	PI 1	PI 1
_____	PI 2	PI 2
_____	PI 3	PI 3

Instructional Methods <i>(Instruction must match student skill level and learning rate.)</i>	Person Responsible
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Resources, Materials & Setting	Person Responsible
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Time Frame *(Specify intervention timelines.)*

Start date	End date	Total number of instructional sessions			Minutes per session		
		PI 1	PI 2	PI 3	PI 1	PI 2	PI 3

* Desired Performance Indicator (PI) Level

**Acceptable Response Threshold



A parent's guide to
Response to
Intervention (RtI)

Obtaining Help For My Child



*Changing instruction
to meet the needs
of all students*

This guide was developed by:



Nevada State
PARC
Parent, Educator & Student Center

education
Alliance
for Nevada's Children

NEVADA
PEP
Empowering Educators

Nevada
PTA
everychild, one voice

What Is Response to Intervention (RtI)?

- RtI is a system of instruction that supports success for all students;
- RtI provides early academic and behavioral help, rather than waiting for a child to fail;
- RtI provides an improved way for school teams to meet the individual needs of your child;
- RtI provides instruction at different levels or tiers depending on the needs of each student;
- RtI is available to all students to help them succeed and to increase student achievement.

The Goals of RtI Are To:

- Improve the quality of instruction;
- Prevent unnecessary academic and behavioral failure;
- Provide proven, or evidence-based, interventions for all students;
- Prevent unnecessary referral to special education;
- Prevent rather than react to student difficulties;
- Involve and support parents as partners in the RtI process; and
- Support teachers' use of effective instructional strategies and practices.

PTA – 800-782-7201 ~ www.nevadapta.org

PEP – 800-216-5188 ~ www.nvpep.org

PIRC – 775-353-5533 – www.nevadapirc.org

The RtI Process

While the RtI process does vary from school to school, the following is a basic framework for how most schools implement RtI.

Tier 1

- All students take a school-wide test to learn who is meeting the academic standards and who may need extra help;
- The school reviews the instruction provided to all students;
- The school ensures that each student's progress is monitored; and
- Teachers differentiate instruction, or use different approaches, to meet unique student needs.

Tier 2

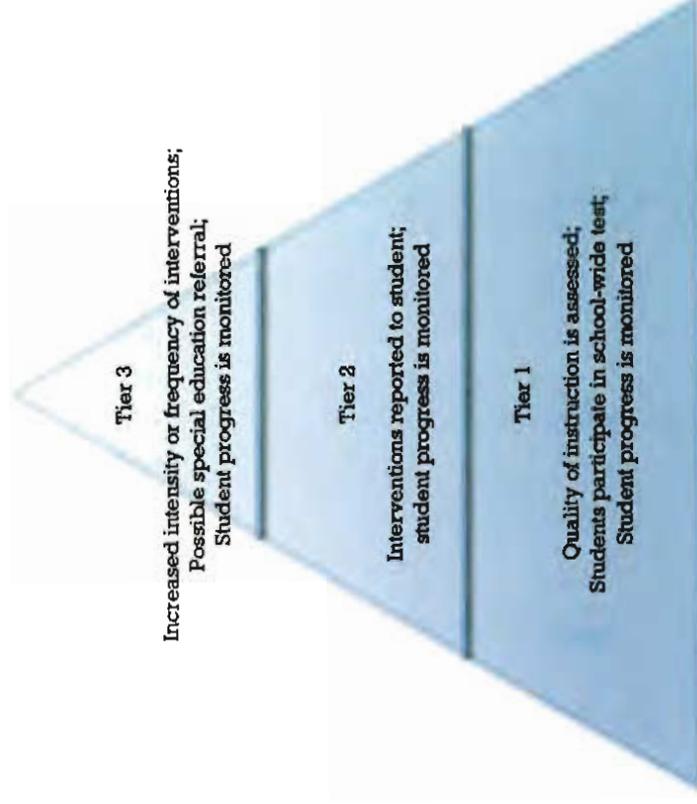
For students who are still not making adequate progress, the school:

- Gathers more specific information about the individual needs of the student;
- Develops an intervention plan for each student, including how information will be collected and reviewed with the parents throughout the process; and
- Provides evidence-based intervention matched to the need of the student, which may include: special tutoring, small group and/or individual instruction, computer-based programs, and/or others.
- For students who achieve adequate progress, the interventions end when the data show there is no longer a need.

Tier 3

For students who have not achieved the goals established in the intervention plan, the school provides increasingly individualized interventions and/or provides interventions on a more frequent basis;

If, at any time in the process, the parents or the school suspect that the student has a specific learning disability, the student should be referred for a special education evaluation. Any information collected from the intervention process will be reviewed as part of the evaluation. Students may continue to receive support and interventions while the special education evaluation is occurring.





RtI And Family Involvement

Family involvement plays an important role in student achievement. Successful schools welcome family participation in student learning. They strongly believe that family involvement has a positive impact on student achievement.

Families are partners in the RtI process. They need information about the process when the student is first identified as at-risk or is struggling in school. Communication and teamwork throughout the RtI process improve results for all students.

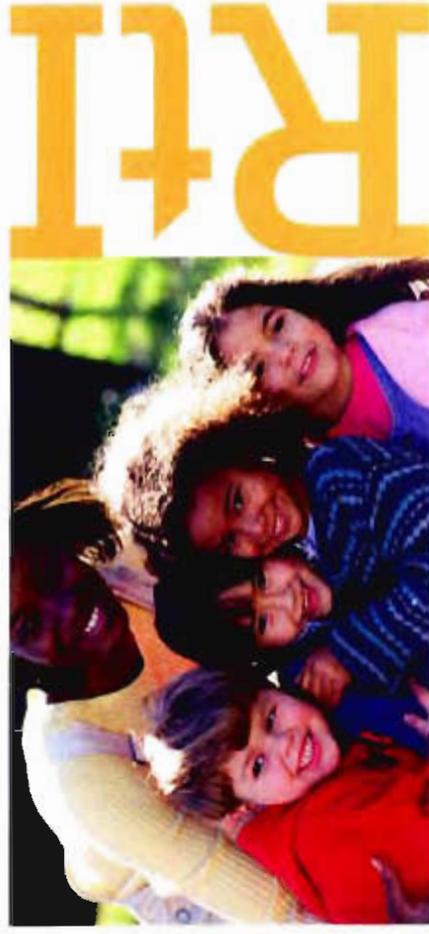
The Individuals with Disabilities Education Act (IDEA) is the federal law that defines and explains special education. Response to Intervention (RtI) is a process now included in IDEA that schools may adopt to increase student achievement. Most Nevada schools are using this process.

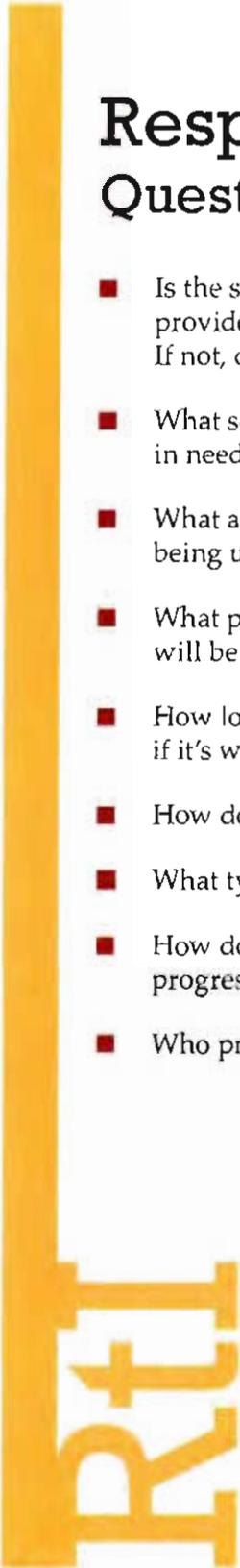
How Will RtI Make A Difference For My Child?

- Instruction that works for your child
- Increased opportunities for your child's success
- Timely and appropriate help with academics and behavior
- Strengthens partnerships with you and your child's school

What You Can Do If You Have Concerns About Your Child's Progress

- Communicate regularly with your child's teacher
- Contact your child's teacher, counselor, or other staff member and ask for a team meeting
- Review RtI data; your child's strengths, work samples, peer relationships, and challenges
- Request a formal evaluation from the school





Response to Intervention Questions Parents May Ask

- Is the school district currently using an RTI process to provide additional support to struggling students? If not, do they plan to?
- What screening procedures are used to identify students in need of intervention?
- What are the interventions and instructional programs being used? What research supports their effectiveness?
- What process is used to determine the intervention(s) that will be provided?
- How long will the school try the intervention to determine if it's working?
- How does the school monitor student progress?
- What types of data will be collected?
- How does the school share information about student progress with parents?
- Who provides the interventions? How are they trained?



Una guía para los
padres con respecto
a la “Respuesta a la
Intervención” (RtI)

Como obtener ayuda para mi niño



*Cambios en la instrucción
para llenar las necesidades
de todos los estudiantes*

This guide was developed by:



Nevada State
PIRCA
Parent Involvement & Resource Center

education
Alliance

NEVADA
PEP
Parent Empowerment Project

Nevada
PTA
parentinvolvement.org

¿Qué significa la “Respuesta a la Intervención” (RtI)?

- RtI es un sistema de instrucción establecido para apoyar el éxito de todos los estudiantes;
- RtI proporciona ayuda académica y de comportamiento a temprana edad, en vez de esperar a que el niño o niña se dirija hacia un rumbo equivocado;
- RtI proporciona una mejor manera para que los equipos escolares llenen las necesidades individuales de su niño o niña;
- RtI proporciona instrucción a niveles o categorías diferentes dependiendo de las necesidades de cada estudiante;
- RtI está a disposición de todos los estudiantes para ayudarles a que ellos triunfen y a incrementar el logro y rendimiento académico del estudiante.

Las metas de RtI son:

- Mejorar la calidad de instrucción;
- Prevenir el descuido académico y comportamientos innecesarios;
- Proporcionar intervenciones comprobadas, o en base a evidencias, a todos los estudiantes;
- Prevenir referencias innecesarias a programas de educación especial;
- Prevenir en vez de reaccionar a las dificultades que los estudiantes presentan;
- Involucrar, hacer participar y apoyar a los padres como partes asociadas en el proceso de RtI; y
- Apoyar a que los maestros utilicen estrategias y prácticas de instrucción efectivas.

PTA – 800-782-7201 – www.nevadapta.org
PEP – 800-216-5188 – www.nvpep.org
PIRC – 775-353-5533 – www.nevadapirc.org

El proceso de la “Respuesta a la Intervención” por sus siglas RtI

Aunque el proceso de RtI cambia de una escuela a otra escuela, lo que presentamos a continuación es una estructura básica de como la mayoría de las escuelas implementan la “Respuesta a la Intervención” o RtI.

Nivel 1

- Todos los estudiantes toman un examen en todas las escuelas para ver quienes están satisfaciendo los estándares académicos y quienes necesitan ayuda extra;
- La escuela examina la instrucción o enseñanza proporcionada a todos los estudiantes;
- La escuela se asegura de supervisar el control del progreso de cada estudiante; y
- Los maestros diferencian la instrucción, o usan diferentes enfoques y maneras de abordar el tema de tal manera que se puedan cumplir con las necesidades particulares del estudiante.

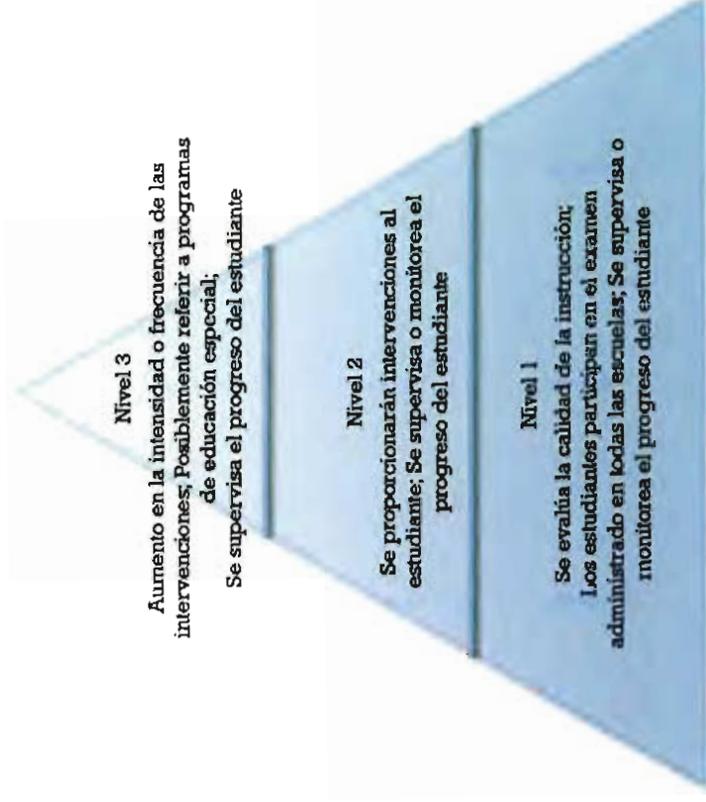
Nivel 2

- Para aquellos estudiantes que todavía no están progresando adecuadamente, la escuela:
- Recopila información aún más específica sobre las necesidades individuales del estudiante;
 - Elaborará un plan de intervención para cada estudiante, incluyendo como se recopilará y analizará la información con los padres en el transcurso del proceso; y
 - Proporcionará intervención en base a evidencias, conjuntamente con la necesidad del estudiante, la cual podría incluir: tutorías especiales, instrucción en grupos pequeños o individual, programas basados con la ayuda de computadoras, y/u otros más.
 - Para aquellos estudiantes que han conseguido lograr un progreso adecuado, las intervenciones concluyen cuando los datos demuestren que ya no existe una necesidad.

Nivel 3

Para aquellos estudiantes que no han logrado alcanzar las metas establecidas dentro del plan de intervención, la escuela proporcionará un mayor número de intervenciones individualizadas y/o proveerá intervenciones en forma frecuente;

Si en cualquier momento durante el proceso, los padres o la escuela sospechan que el estudiante tiene una discapacidad específica de aprendizaje, al estudiante se le deberá referir a que se lleve a cabo una evaluación escolar especial. Cualquier información que se llegue a recaudar del proceso de intervención será examinada como parte de la evaluación. Los estudiantes podrán continuar recibiendo apoyo e intervenciones mientras que se lleve a cabo la evaluación educativa especial.





RTI y la participación e involucramiento de la familia

La participación e involucramiento de la familia juega un papel importante en el logro y rendimiento académico del estudiante. Las escuelas exitosas abiertamente dan la bienvenida a la participación de la familia en el aprendizaje del estudiante. Ellos firmemente creen que la participación e involucramiento de la familia tienen un impacto positivo en el logro y rendimiento académico del estudiante.

Las familias son partes asociadas importantes dentro del proceso de RTI. Ellas necesitan información con respecto al proceso cuando al estudiante se le identifica por primera vez que está corriendo un riesgo en la escuela. La comunicación y el trabajo en equipo por medio del proceso de RTI mejoran los resultados de todos los estudiantes.

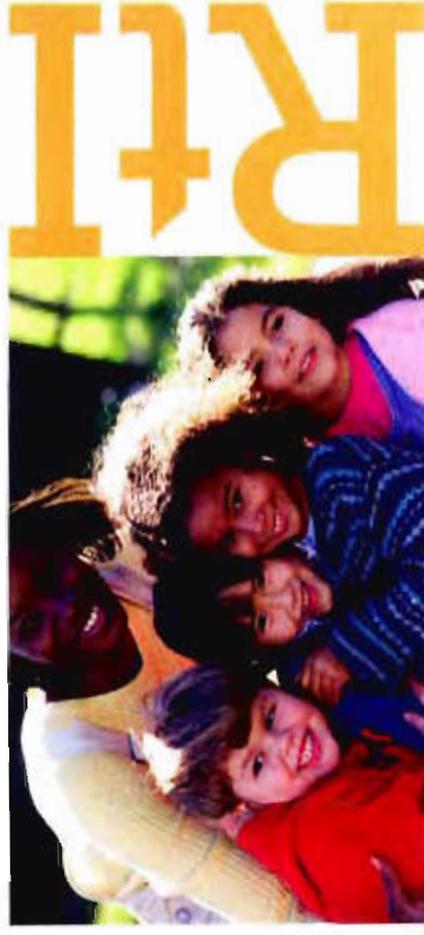
El Acta de las Personas con Discapacidades Educativas (Individuals with Disabilities Education Act, por sus siglas en inglés IDEA) es una ley federal que define y explica lo conocido como educación especial. La "Respuesta a la Intervención" - Response to Intervention o RTI) es un proceso que ahora se ha incluido en IDEA. Las escuelas pueden adoptar este proceso para incrementar el logro y rendimiento académico del estudiante. La mayoría de las escuelas en Nevada están utilizando este proceso.

¿Qué tipo de diferencia de RTI se podrá observar en mi niño?

- Instrucción o enseñanza que funciona para su niño
- Más oportunidades de éxito de su niño
- Ayuda oportuna y adecuada en el sector académico y con respecto a comportamientos
- Trabajo conjunto con su participación y la escuela de su niño

¿Qué puede hacer si tiene dudas o inquietudes con respecto al progreso de su niño o niña?

- Comuníquese regularmente con el maestro de su niño o niña
- Contacte al maestro de su niño, consejero, u otro miembro del personal escolar y solicite una junta o reunión con el equipo escolar
- Repase los datos de RTI; los puntos fuertes de su niño, muestras del trabajo escolar, las relaciones con los compañeros de la escuela, y cuáles son los desafíos
- Solicite una evaluación formal con la escuela

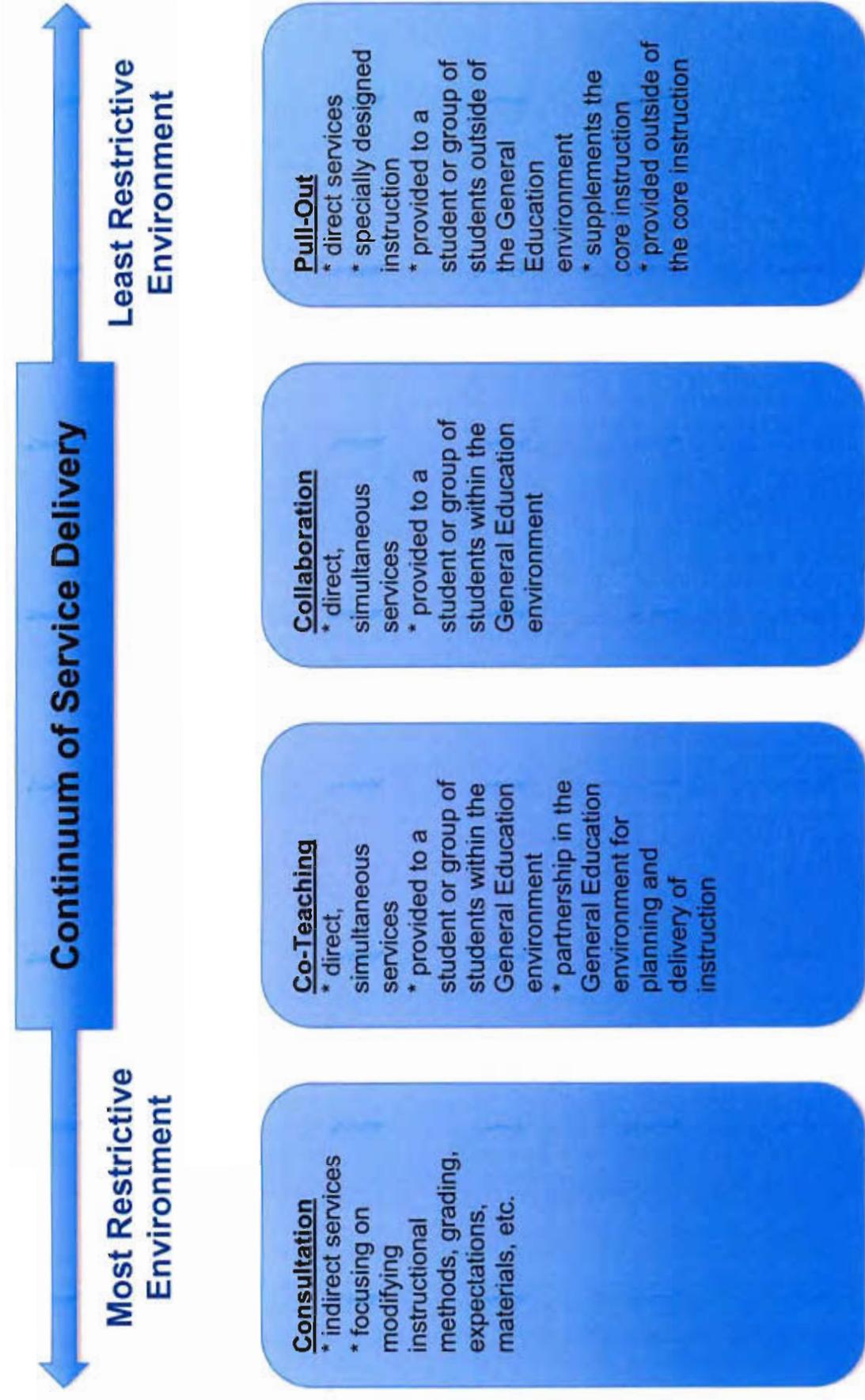


“Respuesta a la Intervención” (RtI)

Algunas preguntas que quizás los padres quieran hacer

- ¿Se encuentra actualmente el distrito escolar utilizando el proceso de RtI para proporcionar apoyo adicional a los estudiantes con dificultades? Si no es así, ¿está planeando el distrito hacerlo?
- ¿Qué tipo de procedimientos de selección se utilizan para identificar a los estudiantes que necesitan una intervención?
- ¿Cuáles son las intervenciones y programas de instrucción utilizados? ¿Qué tipo de investigación brinda apoyo a la efectividad de éstos?
- ¿Qué proceso se utiliza para determinar la intervención o intervenciones que se ofrecerán?
- ¿Cuánto tiempo la escuela implementará la intervención para poder determinar si está funcionando?
- ¿Cómo la escuela va a supervisar o monitorear el progreso del estudiante?
- ¿Qué tipos de datos se recopilarán?
- ¿Cómo la escuela comparte información con los padres sobre el progreso de los estudiantes?
- ¿Quiénes proporcionan las intervenciones? ¿Cómo se entrenan a esas personas?

RtI



* All services are based on goals and objectives from each student's Individualized Education Plan (IEP)

* Placement is determined based on individual student's needs

* Placements are fluid and will be determined as the individual student's needs change

A.9: Records

Promise Academy Narrative

8/31/2012

Narrative A.9.1

- a) The name of the person who will be responsible for:
 - i. The Office Manager will maintain pupil records.
 - ii. S/he will also be responsible for the automated system of accountability information for Nevada ([NRS 386.650](#)).
- b) All student cumulative records, which will include but not be limited to: attendance, grades, certificates of immunizations, and a photo copy of parent/guardian driver's license will be maintained in an individualized labeled, manila folder according to grade level and teacher in a locking file cabinet in the office. These cumulative records will be stored in a safe and secured manner that restricts access to unauthorized users.
- c) The Administration will be responsible for the records of students if the charter is dissolved or the written charter is not renewed.
- d) Student records for Promise Academy will either be secured in a locking file cabinet in or near the main office. Keys for this cabinet will only be given to Administration, Office Manager, and Clerk.
- e) The charter 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.

A.9: Records

Promise Academy Attachments

8/31/2012

Policy of Student Records:

Definition of terms:

FERPA- a federal law known as the Family Education Rights and Privacy Act.

Student- any person who attends or has attended a school in the District.

Eligible Student- a student or former student who is no longer attending the school.

Parent- either natural parent of a student, a guardian, or an individual acting as a parent or guardian in the absence of the student's parent or guardian, (NRS 385.080, 392.029).

Education records- any record (handwritten, print, tapes, film, or other medium NRS 385.080, 392.029) maintained by the charter directly related to a student except:

1. A personal record kept by a school staff member if it is kept in the personal possession of the individual who made the record;

2. Alumni records, which contain information about a student after s/he is no longer in attendance at the charter, and the records do not relate to the person as a student.

GENERAL PROVISIONS

1. A cumulative record card shall be kept for every student in Promise Academy.

The cumulative record card will be transferred to the student's next attending school.

2. The name under which a student is enrolled is not to be changed on school records, unless it is established that:
 - a. The original enrollment was made under alias; or
 - b. The name has been legally changed by court order.
3. If the parent insists that the student be called by some name other than his/her own, the legal name on his/her enrollment card or permanent record card shall not be changed.

As a report card is not part of a permanent record, it is permissible to use an alias on the report card. However, the legal name must remain on the permanent records and on the register.

PROCEDURE TO INSPECT EDUCATION RECORDS

Parents of students may inspect and review the student's education records upon request. Parents must submit a written request to Administration which identifies as precisely as possible the record or records s/he wishes to inspect. Administration will make the needed arrangements for access as promptly as possible and notify the parent of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request. When a record contains information about students other than a parent's child or the eligible student, the parent may not inspect and review the portion of the record which pertains to other students. (NRS 385.080, 392.029).

REFUSAL TO PROVIDE COPIES

Promise Academy shall not refuse to provide copies of records to parents because of outstanding fees, fines or other charges incurred by the pupil other than the fee for copying records.

FEEES FOR COPIES OF RECORDS

The fee for copies, if provided, will be twenty-five cents per page.

TYPES, LOCATIONS AND CUSTODIANS OF EDUCATION RECORDS

Records that Promise Academy maintains will either be secured in a locking file cabinet in or near the main office. This filing cabinet will be overseen by the Administration and Office Manager, NRS 385.080, 392.029.

DISCLOSURE OF EDUCATION RECORDS

Promise Academy will disclose information from a student's education records only with written consent of the parent, except:

1. To school officials who have a legitimate educational interest in the records;

A "school official" is:

- A person employed by the district as an administrator, supervisor, instructor, or support staff member;
- A person employed by or under contract to the District to perform a special task, such as an attorney, auditor, medical consultants, or therapists:

A school official has a legitimate educational interest if the official is:

- Performing, a task that is specified in his or her position description or by contract agreement;
- Performing a task related to a student's education;
- Performing a task related to the discipline of a student; or
- Providing a service or benefit relating to the student or the student's family, such as health care, counseling, or job placement.

2. To officials of another school in which a student seeks or intends to enroll upon request of such official: (NOTE: The Charter must make a reasonable attempt to notify the parent of the transfer if the Charter does not intend to forward the records on request and the parent did not initiate the request);

3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education program;

4. If required by a state law requiring disclosure that was adopted before November 19, 1974;

5. To organizations conducting certain studies for or on behalf of the district;

6. To accrediting organizations to carry out their functions;

7. To parents of an eligible student who claim the student is a dependent for income tax purposes;

8. To comply with a judicial order or a lawfully issued subpoena; and

9. To appropriate parties in a health or safety emergency.

RECORD OF REQUESTS FOR DISCLOSURE

Promise Academy must maintain a record of all requests for and/or disclosure of information from a student's educational records, excluding requests of school officials and requests for directory information. The record must indicate the name of the party making the request, any additional parties to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The parents may review the record, NRS 385.080, 392.029.

DIRECTORY INFORMATION

Promise Academy designates the following items as Directory Information: student name, address, telephone number, date and place of birth, attendance, most recent previous school attended, and photograph. Promise Academy may disclose any of those items without prior written consent, unless notified in writing to the contrary by a parent, NRS 385.080, 392.029.

CORRECTION OF EDUCATION RECORDS

Parents have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

1. Parents must ask the charter to amend the record. In so doing, they should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy or other rights;

2. Promise Academy may comply with the request or it may decide not to comply. If it decides not to comply, Promise Academy will notify the parents of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
3. Upon request, Promise Academy will arrange for a hearing and notify the parents, reasonably in advance, of the date, place, and time of the hearing;
4. A hearing officer who is a disinterested party will conduct the hearing; however, the hearing officer may be an official of the Charter. The parents will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. One or more individuals may assist the parents, including an attorney;
5. Promise Academy will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reason for the decision;
6. If the Charter decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision;
7. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If the Charter discloses the contested portion of the record, it will also disclose the statement;

8. If Promise Academy decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the parents, in writing that the record has been amended.

ANNUAL NOTIFICATION

1. Promise Academy is required by Section FERPA regulations to provide parents annual notification of their FERPA right. If parents have a primary or home language other than English, the District must effectively notify them.
2. Parents must be notified of their FERPA rights annually by publication in their child's student handbook, or by mail at the beginning of each new school year.
3. The annual notice must include a statement that the parent or eligible student has the following rights:
 - a. Inspect and review the student's educational records;
 - b. Request the amendment of the student's education records to ensure that they are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
 - c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent of the Act and the regulations in this part authorize disclosure without consent;
 - d. File with the U.S. Department of Education a complaint under the FERPA regulations concerning alleged failures by the agency or institution to comply with the requirements of the act and this part, and

- e. Obtain a copy of the policy adopted under the FERPA regulations.

SECTION

B

B.1: Governing Body

Promise Academy Narrative

8/31/2012

Narrative B.1.4

Promise Academy's Governing Body will recruit new board members in a variety of ways throughout the years as offices expire. This process will include seeking parents, professionals, educators, and community members who agree with the school's mission, vision, and philosophy and will commit to working with our school. The Governing Body will canvas the surrounding school area to attract prospective Governing Body members from the community who represent the diversity of our school. Such members could consist of leaders in the Latino community and additional parents or guardians. In addition, Promise Academy will send out information to parents about becoming a Board Member via school newsletters, will discuss it during parent meetings, and will post the information in the main office.

B.1: Governing Body

Promise Academy Attachments

8/31/2012

GINN LAW, PLLC

520 S. Fourth Street #320
Las Vegas, NV 89101
702.769.1888 office
702.487.5140 fax

Vincent C. Ginn, Esq.

Steve Canavero
State Public Charter School Authority
1749 Stewart Street Suite 40
Carson City, NV 89706
FAX#: 702.267.3303

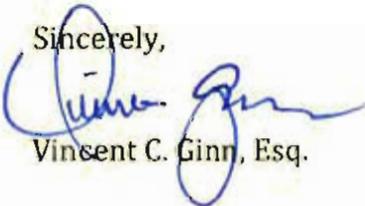
RE: Promise Academy Charter School

To Mr. Canavero,

I have reviewed the Bylaws of the Promise Academy Charter School and am satisfied that they comply with all of the regulations and requirements listed and identified by the model bylaws and "Application Instructions." I am satisfied that the Bylaws are legally sufficient in content and form.

If you have any questions or concerns regarding this correspondence or the matter at hand, please do not hesitate in contacting me at (702) 769-1888.

Sincerely,



Vincent C. Ginn, Esq.

**BYLAWS
OF
PROMISE ACADEMY**

**ARTICLE I
INTRODUCTION; LEGAL STATUS**

Section 1. The name of the charter school is Promise Academy (hereinafter referred to as the "School"). The School is located at **[leave blank until the school has a location]**.

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. The Governing Board of the School is an independent body under the authorization of the Board of Trustees of the State Public Charter School Authority. The School's 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 and any other applicable State Statutes.

ARTICLE II
PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose of the School is to improve the academic achievement of pupils and encourage the use of effective and innovative methods of teaching. Our mission is to create an enriching, effective learning environment where all students from Kindergarten to Fifth Grade, especially second language learners, are taught to master the Common Core State Standards using researched-based strategies that are developmentally appropriate, while developing English language proficiency. We will prepare our students for the rigorous demands they will face in their future, whether it be in college and/or career.

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) To 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) To 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) To solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- q) To 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(4) or NRS 386.527(6) 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 pursuant to NAC 386.345

Section 3. Qualifications; Election; Tenure. The Board shall be composed of five Teacher, Parent and Community Directors. The Board will be composed of diverse members of the community and will 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. The Board will adhere to the following requirements:

1) The Board shall adhere to the statutory requirements of NRS 386.549 and have a minimum of five Directors:

a) Two Teacher Directors

i) One Board member who shall meet one of following:

(1) who is a teacher or other person licensed pursuant to [chapter 391](#) of NRS

or

(2) who previously held such a license and is retired, as long as his or her

license was held in good standing.

ii) One Board member who shall meet one of the following:

- (1) who is a teacher or other person licensed pursuant to [chapter 391](#) of NRS
or
 - (2) who previously held such a license and is retired, as long as his or her
license was held in good standing or
 - (3) who is a school administrator with a license issued by another state or
 - (4) who previously held such a license and is retired.
- b) Two Community Directors
- i) One Board member who shall meet the following:
 - (1) who possesses knowledge and experience in one or more of the
following areas:
 - (a) Accounting;
 - (b) Financial services;
 - (c) Law; or
 - (d) Human resources.
 - ii) One Board member who shall meet the following:
 - (1) who possesses knowledge and experience in one or more of the following
areas:
 - (a) Accounting;
 - (b) Financial services;
 - (c) Law; or
 - (d) Human resources.
- c) One Parent Director

- i) One Board member who shall meet the following:
 - (1) parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school.
- 2) Roles and qualifications may overlap among committee and board members, but each category must be specifically filled by separate persons.
- 3) A majority of Board Members shall be residents of the county in which the school is located.
- 4) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the students and of the community.
- 5) The Board Members shall serve no more than two consecutive 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 fill this position through a recommendation process at a future meeting of a Governing Body. Recommendations may be received by the School's Directors or Administration.
- 6) 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).
- 7) 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 January 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 meeting. All meetings will be held in accordance with Robert's Rules of Order.

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

each Board meeting shall be taken, submitted, and approved by the Board in accordance with NAC 386.345 and kept at the School. Audio recording of each Board meeting shall be archived on the School's website. All meetings will be held in accordance with Robert's Rules of Order.

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).

- 1) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.
- 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. In the event of contact by a non-board member to any individual member of the Governing Body with a request for action from the Board, the board member shall indicate to the individual to put the request in writing and send via email, fax, or regular mail to the School's supervising Administrator. The request needs to have a title and a realistic time requirement for discussion. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada's 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. If a quorum does not exist at a meeting, then no voting shall occur at that meeting.

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

Section 9. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Director and which shall have and may exercise such recommendations on effectiveness and efficiencies to management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be

unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada's Open Meeting Law, which includes audio recordings.

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 the School.

Section 11. Resignation. A resignation by a Board member shall be in writing and shall be effective upon receipt by the President of the Board.

Section 12. Participation by Multi-Media. 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, Skype, FaceTime or other or similar Multi-Media 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. To the extent the Law provides, Directors may receive compensation of \$80 per meeting for attendance.

Section 15. Closed Sessions. Any Board member may request to the President of the Board to call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada's Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the President. 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 offered general board training no less than one time per year.

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 President of the Board or Administrator prior to the meeting.

Section 18. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited to no more than 10 minutes and shall be stated as such on the Agenda.

ARTICLE IV
OFFICERS

Section 1. Number. The officers of the School will include a President, Vice President, Secretary, and such other officers as the Board deems necessary to elect.

Section 2. Election and Term of Office. The Board will elect and appoint all officers of the School at the annual meeting of the Board. These officers will be appointed in office at this annual meeting to serve for a term of one year determined by the position 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 will be declared elected and will 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 vote of the Directors in office at any regular or special meeting of the Board.

Section 4. President. The President of the Board will preside at all meetings of the Board. The President of the Board will possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The President will sign financial documents on behalf of the School in accordance with the

established policies of the School. The President of the Board will exercise and perform such other powers and duties as may be prescribed by the Board from time to time. The President will also be responsible for communicating with the Board and Administration, when necessary, on developing upcoming Board agendas.

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

Section 6. Secretary. The Secretary will keep or cause to be kept a book of minutes at the principal's office or at such other place as the Board may order. The minutes of all meetings of the Board will include 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 will 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 will exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. 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 employee(s) to function as the administrator(s) of the School (the "Administrators"). Such persons 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 persons shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI

PARENT ASSOCIATION

There will be a Parent Association to facilitate parent involvement with the School. The Parent Association will have the right to select, from those of its members who have participated in a School provided orientation program, a member to be on the Board.

ARTICLE VII
CONTRACTS, LOANS, AND DEPOSITS

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

Section 2. Loans. No loans will be contracted for or on behalf of the School and no evidence of indebtedness will be issued in the name of the School unless authorized by a resolution of the Board. Such authority will be confined to specific instances. No loan will 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 will be signed by such officer or officers, or agents of the School and in such manner as will be determined by the Board. The President and Administrator are authorized and required to sign all checks over the amount of \$500.

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 will 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 will be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance will be executed by the President in the name of the School, and such instrument will be duly approved by the Secretary of the School's Governing Board.

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 determines that such person acted in good faith and without willful misconduct or gross negligence for a purpose which s/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 three (3) days prior to the meeting. Bylaws may not be amended without the approval of State Public Charter School Authority.

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 effective and 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

Robert's Rules of Order - Summary Version

For Fair and Orderly Meetings & Conventions

Provides common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of ALL business is controlled by the general will of the whole membership - the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate - to act according to its considered judgment AFTER a full and fair "working through" of the issues involved. Robert's Rules provides for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should "undue strictness" be allowed to intimidate members or limit full participation.

The fundamental right of deliberative assemblies requires all questions to be thoroughly discussed before taking action!

The assembly rules - they have the final say on everything!
Silence means consent!

- Obtain the floor (the right to speak) by being the first to stand when the person speaking has finished; state Mr./Madam Chairman. Raising your hand means nothing, and standing while another has the floor is out of order! Must be recognized by the Chair before speaking!
- Debate can not begin until the Chair has stated the motion or resolution and asked "are you ready for the question?" If no one rises, the chair calls for the vote!
- Before the motion is stated by the Chair (the question) members may suggest modification of the motion; the mover can modify as he pleases, or even withdraw the motion without consent of the seconder; if mover modifies, the seconder can withdraw the second.
- The "immediately pending question" is the last question stated by the Chair! Motion/Resolution - Amendment - Motion to Postpone
- The member moving the "immediately pending question" is entitled to preference to the floor!
- No member can speak twice to the same issue until everyone else wishing to speak has spoken to it once!
- All remarks must be directed to the Chair. Remarks must be courteous in language and deportment - avoid all personalities, never allude to others by name or to motives!
- The agenda and all committee reports are merely recommendations! When presented to the assembly and the question is stated, debate begins and changes occur!

The Rules

- **Point of Privilege:** Pertains to noise, personal comfort, etc. - may interrupt only if necessary!
- **Parliamentary Inquiry:** Inquire as to the correct motion - to accomplish a desired result, or raise a point of order
- **Point of Information:** Generally applies to information desired from the speaker: "I should like to ask the (speaker) a question."
- **Orders of the Day (Agenda):** A call to adhere to the agenda (a deviation from the agenda requires Suspending the Rules)
- **Point of Order:** Infraction of the rules, or improper decorum in speaking. Must be raised immediately after the error is made
- **Main Motion:** Brings new business (the next item on the agenda) before the assembly
- **Divide the Question:** Divides a motion into two or more separate motions (must be able to stand on their own)
- **Consider by Paragraph:** Adoption of paper is held until all paragraphs are debated and amended and entire paper is satisfactory; after all paragraphs are considered, the entire paper is then open to amendment, and paragraphs may be further amended. Any Preamble can not be considered until debate on the body of the paper has ceased.
- **Amend:** Inserting or striking out words or paragraphs, or substituting whole paragraphs or resolutions
- **Withdraw/Modify Motion:** Applies only after question is stated; mover can accept an amendment without obtaining the floor
- **Commit /Refer/Recommit to Committee:** State the committee to receive the question or resolution; if no committee exists include size of committee desired and method of selecting the members (election or appointment).
- **Extend Debate:** Applies only to the immediately pending question; extends until a certain time or for a certain period of time
- **Limit Debate:** Closing debate at a certain time, or limiting to a certain period of time
- **Postpone to a Certain Time:** State the time the motion or agenda item will be resumed
- **Object to Consideration:** Objection must be stated before discussion or another motion is stated
- **Lay on the Table:** Temporarily suspends further consideration/action on pending question; may be made after motion to close debate has carried or is pending
- **Take from the Table:** Resumes consideration of item previously "laid on the table" - state the motion to take from the table
- **Reconsider:** Can be made only by one on the prevailing side who has changed position or view
- **Postpone Indefinitely:** Kills the question/resolution for this session - exception: the motion to reconsider can be made this session

- **Previous Question:** Closes debate if successful - may be moved to "**Close Debate**" if preferred
- **Informal Consideration:** Move that the assembly go into "**Committee of the Whole**" - informal debate as if in committee; this committee may limit number or length of speeches or close debate by other means by a 2/3 vote. All votes, however, are formal.
- **Appeal Decision of the Chair:** Appeal for the assembly to decide - must be made before other business is resumed; NOT debatable if relates to decorum, violation of rules or order of business
- **Suspend the Rules:** Allows a violation of the assembly's own rules (except Constitution); the object of the suspension must be specified

Taken from www.RobertsRules.org

1. Neither Promise Academy Governing Body nor the Charter School itself will be a corporation.
2. Promise Academy's Governing body will be composed of five members: a president, vice president, secretary, community member, and a parent. Three of these five Governing Body members must have a current Nevada Teaching license, with not more than one of these being someone who has previously held such a license and is retired (**NRS 386.549**). We plan for at least two of our Governing Body Board members to have expertise in at least two of the following fields: accounting, finance, law, and/or human resources (**NRS 386.549-d**). Perhaps these Board members or others may have expertise in fundraising, social networking, education, administration, and/or language development. Each of the Governing Body Board's meetings will meet at least quarterly and adhere to the guidelines and rules of Robert's Rules of Order. See attachment B.1.2.
3. Promise Academy's Governing Body will have "ex officio" members.
4. Governing Body Board training will be offered on an annual basis through the State Public Charter School Authority.
5. We have identified this expertise in our Bylaws. See Article III, Section 3 (a).
6. We have addressed the Robert's Rules of Orders in our Bylaws. See Article III, Sections 4, 5, and 17. <http://www.robertsrules.org/>
7. Promise Academy's initial Governing Body will include the Committee to Form. This initial Governing Body will transition at the first board meeting. The initial

members from the Committee to Form will resign and step down to allow new board members to assume those positions. This new Governing Body will elect their officers and vote to approve the Bylaws.

8. The Governing Body will have staggered terms according to the Office they hold. The President will serve an initial three-year term. After that, the Office will be a two-year term in order to continue to have staggered terms. The Vice President will serve a two-year term. The Secretary will serve a one-year term. The community member and parent will serve a one-year term. For additional information, see Article III, Section 3 in the bylaws.
9. We have identified the staggered terms in Article III, Section 3 (e).
10. Promise Academy's Committee to Form will actively recruit persons for the Governing Board who meet our needs and qualifications. The Committee members will seek parents, professionals, educators, and community members who agree and will commit to work with our school for a year or more depending on their designated board position and term. As each term ends, the Governing Board of Promise Academy will seek out appropriate replacement members for those whose terms are expiring. See Article IV in the Bylaws.
11. Promise Academy will conduct their finances and banking through an accredited financial institution within Clark County, Nevada.
12. If the Governing Board of Promise Academy needs to make any amendment of the Bylaws they will be submitted to the State Public Charter School Authority for approval. See Article X in the Bylaws.

13. The Governing Body will take no action if they lack the required three teachers, and no actions will be taken by a Governing Body that lacks the number of members required by the Governing Body's bylaws. If the Governing Body is below compliance of membership, then the only action taken may be action to add additional board members until there are a compliant number of Governing Body members. If a board member is out of the county at the time of a meeting where a vote is to occur, then said board member may virtually attend the meeting via Skype, FaceTime, teleconference, or other social media. See Article III, Section 7 in the bylaws.

14. Promise Academy's Governing Board members will serve as public officers pursuant to NAC 386.345 and will govern the charter school, maintain overall control of the charter school, and be responsible for the operation of the charter school, including, critically evaluating the performance of a contractor for the charter school and selecting another contractor if the contractor is not performing his or her duties or services in a satisfactory manner. In addition, no later than 30 business days after each public meeting held by Promise Academy's Governing Body, pursuant to subsection 4 of [NRS 386.549](#), shall submit to the State Public Charter School Authority a copy of the minutes of the meeting. The minutes of each public meeting must be approved at the next meeting of the Governing Body and revised as necessary. If the minutes of a meeting have not been approved by the Governing Body when it submits the minutes prior to the 30 day deadline, they shall submit a written statement indicating that the minutes have not been approved and are subject to revision; and will submit the minutes no

later than 10 days after they are approved by the Governing Body Board members. See Article III, Section 5.

15. By posting a call for members, we hope to attract prospective Governing Body members from the community who represent the diversity in our school. Such members could consist of leaders in the Latino community and additional parents or guardians. See Article II, Section 2 and Article III, Section 3.
16. When the Governing Body has its quarterly meetings, each meeting will be audio recorded, saved and available for the State Public Charter School Authority. In addition, the meeting agenda and minutes will be made available on Promise Academy's website. Notification of Governing Body meetings will be posted on the website, at the physical school site, and an announcement will be put in the school's newsletter for parents. See Article III, Section 4, 5, 9, and 15.
17. See Article II, Section 1.

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

Promise Academy Narrative

8/31/2012

Narrative B.2.1

One member of the Committee to Form has an association with another Charter School in this state:

- a) Nicole M. Martin
- b) Nevada State High School
233 North Stephanie Street
Henderson, NV 89074
- c) Board Member from April 2011- March 2012;
Vice Chair January 2012-March 2014
- d) Nicole M. Martin is presently serving as a Board member for Nevada State High School.
- e) Nicole M. Martin has served as a Board Member for Nevada State High School. In this capacity she attended meetings quarterly and participated in voting within her Board rights. In January of 2012, she became a Vice Chair for the Board. In this capacity she attends meetings quarterly and participates in voting within her Board rights. In addition, she serves as Chair if the Chair is absent for the meeting.

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

Promise Academy Attachments

8/31/2012

Statement of Assurances

Revised March 25, 2009

1. The charter school herein named, Promise 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

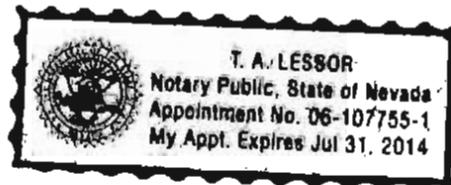
I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed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

K. Pellegrino
Signature of Member of the Committee to Form the School
Principal
Title

Kate Pellegrino
Name Printed
8-22-12
Date

State of Nevada, County of Clark
Subscribed and sworn to before me
By: Kathleen Marie Pellegrino

This 22nd day of August 2012
date month year



(Notary Public Seal)

MAIL/DELIVER TO:

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

NO FAXED APPLICATIONS WILL BE ACCEPTED

Dorothy M. Heenan
1774 Baja Ln
Henderson, NV 89012
702-459-1286
gymndot@cox.net

Objective

Assist in creation and development of Promise Academy, an elementary Charter school which will focus on the English Language Learner population and offer a forward thinking option to current public schools.

Experience

One Nevada Credit Union Las Vegas, NV	April 15, 1980 to present
• Assistant Vice President Transaction Accounts	02-29-07 to present
○ Risk Management	
• Assistant Vice President central Operations	12-26-04 to 2-28-07
○ Manage staff, account research, death claims, IRAs	
• Manager Central Operations	06-01-88 to 12-25-04
○ Manage staff, research, ATM balancing, Call Center	
• Branch Manager	06-19-87 to 5-30-88
○ Manage Staff, cash Vault, member transaction	
• Member Service Supervisor	10-1-85 to 6-18-87
○ Supervise staff, new accounts, account research	
• Member Service Clerk	3-9-84 to 9-30-85
○ New accounts, account research	
• Loan Clerk	3-15-83 to 3-8-84
○ New loan processing	
• Teller	4-15-80 to 3-14-83
○ Cash/check account transactions	

Education

Twelve years' education. High school graduate – June 1959 – Loretto Academy, Chicago IL.

References Available on request

1. Yes, my birth date is August 27, 1942.
2. I have met with the original team of creators and fully support and agree with this project. I have been invited to join their team as a member of the Committee to Form.
3. I believe my banking experiences would be an asset to the development of this school.
4. I have never served on a board of a school district or not-for-profit corporation. I believe in the philosophy of the committee members and find an urgent need for proper, qualified education in Nevada.
5. Checks and balances, mentoring, offering ideas and suggestions for future growth, assuring team remains on track with mission and vision statements and philosophy set forth.
6. I am currently Assistant Vice President of Transaction Accounts for a State chartered Credit Union. Being with this organization for thirty-two years, I feel I have the knowledge, skills and ability necessary to monitor the team to assure they follow the written financial plan.
7. At the end of the first year I foresee a student body that will be easily capable of passing the Nevada standardized tests and who will be anxious to continue on their personal path to educational excellence.
After 4 years, I envision a large student body growth. The current public school system in Nevada is drastically wanting, especially for English as second language learners. More parents will see results of excellence in the school's education because of this school's philosophy and team of outstanding and dedicated professional teachers.
8. I understand it to be dedicated teachers who are offering a developmentally appropriate curriculum to all students, especially our second language learners. I know they are making an enriched, effective, learning environment which will provide children a strong educational foundation to encourage them to become successful adults.
9. I am familiar with the school's proposed educational program I would describe it as brilliant! Every student will be taught at their current personal level and coached up to their physical grade level. No child will be graduated into the next grade level just because their age dictates. Every child will work up to the knowledge and skill levels expected for moving forward.
10. A successful school is one where students look forward to being present, both physically and mentally every school day. All students are individually treated with respect and offered challenges and encouragement. With a staff

of educated and dedicated employees who understand and are willing and eager to follow its forward thinking philosophy, I feel very little will be necessary to ensure success as the Committee to Form has meticulously planned every element of this Charter School. Through oversight and observations, the Board can ensure the school remains on track with its written plan. Occasional meetings with the Board, Administrators, staff and parents should be held to immediately answer or address any issues which may arise. Open, positive communications among all levels is a necessity to success.

11. Kathleen Pellegrino – daughter
12. Kathleen Pellegrino – daughter
13. No
14. NA
15. NA
16. No
17. No
18. As with any issue, the first response should be to understand the situation and investigate that all facts presented are true. If, in fact, an issue proves to be a conflict of interest of the school's written policy and/or mission or vision statement involving a member of the team or board, I believe this individual should be addressed in a private area by two school officials. The claim should be presented to the individual and his/her side of the story should be heard and documented. Did he/she, in fact, understand that this action was not ethically acceptable? At this time, unless this act was of grievous nature, the individual should be verbally counseled. If a second similar action should occur, this individual would be given a written warning, which they must sign. The warning should include information concerning further consequences – up to and including their name being submitted to the Board for dismissal. Any further conflicts of this nature would be grounds for immediate dismissal.

State of Nevada

License for Educational Personnel

License No. 0000034242

This License Certifies That

NICOLE M MARTIN

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

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) <small>(See reverse for explanation)</small>
STANDARD	SPECIAL	10/18/2007	GENERALIST (10/29/1996)	10/18/2012	
STANDARD	SPECIAL	05/13/2009	EARLY CHILD DEV DLYD	10/18/2012	
STANDARD	SPECIAL	05/13/2009	EARLY CHILDHOOD	10/18/2012	
STANDARD	SPECIAL	10/18/2007	SUBSTITUTE (01/21/1992)	10/18/2012	
			SUB		

Keith W. Rheault
State Superintendent of Public Instruction

Nicole M. Martin

1073 Adams Run Ct., Henderson, NV 89002

(T) 702.353.8370

(E) nmmartin@interact.ccsd.net

Personal Experience

- 8/2010 – Present Clark County School District, Las Vegas, NV
Special Education Teacher
- Responsible for the education of students with mild disabilities.
- Responsible for writing Individual Education Plans for each student on my case load.
- Responsible for keeping data on progress towards IEP goals/benchmarks.
- Responsible for working with General Education teachers to educate and include students with disabilities in the General Education environment.
- 8/2009 – 5/2010 Clark County School District, Las Vegas, NV
Title 1 PreK Teacher
- Responsible for planning and implementing a preschool program designed for providing early intervention for the most at-risk 4 year olds in the school's zone.
- 7/1996 - 8/2009 Clark County School District, Las Vegas, NV
Special Education Teacher
- Responsible for the education of students with mild disabilities.
- Responsible for writing Individual Education Plans for each student on my case load.
- Responsible for keeping data on progress towards IEP goals/benchmarks.
- Responsible for working with General Education teachers to educate and include students with disabilities in the general education environment.
- 2001-2007 - Designed and Implemented a full inclusion program at Walter V. Long ES by creating a 2nd/3rd grade combination class where the general education teacher and special education teacher co-taught students with disabilities alongside their non-disabled peers for the entire school day. Kindergarten and 1st grade students were also educated in the general education classroom with consultation from the special education teacher.
- Considered "Highly Qualified" for Special Ed Elementary
- 2007-2008 / 2008-2009 - Participated on the School Improvement Team to look at root causes and develop a plan for improvement.
- Summer 2008 / 2009 - Attended Differentiated by Design conference
- 2003 - 2009 - Math Site Leader

- Planned and conducted math trainings designed to look at how math instruction and curriculum can be used to improve achievement and develop critical thinking skills in students.

Education

.008

UNLV, Las Vegas, NV

Master of Education Early Childhood Education, GPA: 3.51

1996

UNLV, Las Vegas, NV

Bachelor of Science in Education Special Education, GPA: 3.23

Specialized Training

Summer 2011 - CCSS Summer Institute K-2 Math

Involved in Mathematics and Science Enhancement (MASE) Local Systemic Change Project

- Participated in 282 hours of professional development in math and science
- Participated in and conducted trainings designed to improve mathematics instruction

2000-2007 -- Involved in multiple grant-funded projects facilitated by Dr. Jeffrey Shih from UNLV which included professional development and collaboration focusing on developing mathematical understanding in teachers to improve their instruction

- This included the Mathematic Early Intervention Project (MEIP)

Trained in RtI (Response to Intervention) through the School Psychology Department

May 2006 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) training

August 2005 - Teaching for Understanding (Kathy Richardson) training

October 2004 - OWL: Owning Words for Literacy - Developing Students' Vocabulary

Workshop

May 2003 - Learning about Students' Understanding through Examination of Student Work

Work

June 2002 - Fostering Literate Communities

May 2002 - Attended the National Council of Teachers of Mathematics conference

Participated in break out sessions designed to improve mathematics instruction

February 2002 - Participated in "What Is It About Me You Can't Teach?" administrative

training

December 2001 - Participated in "Cooperating Teacher Workshop Series"

July 1999 - Project LIFE: Literacy Intervention for Excellence

February 1999 - A Survey of Instructional Software in Elementary Education

- Participated with other teachers to incorporate the current software on site to improve instruction

- June 1998 - East Area Network for Learning
- Worked on developing a mission statement for school
 - Participated in pull out sessions focused on improving instruction

Awards

May 2002 - Recognized for dedication, commitment and service to students with disabilities in the East Region

1. **Please affirm that you will be at least 18 years old by Jan. 1 of the year in which the proposed charter school would open?** DOB 10.18.1969
2. **How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?** I am one of the founding members of Promise Academy – I have taken this opportunity because I believe that all children deserve the right to a quality education and have seen far too many ineffective teachers and principals take this right away.
3. **Explain why you would like to serve on the board.** I wanted to be a voice for children and their right to effective education.
4. **Have you previously served on a board of a school district or a non-for-profit? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.** I am currently serving on the governing board of Nevada State High School – the entire experience has been very helpful in the process of forming a charter school.
5. **What is your understanding of the appropriate role of a public charter school board member?** The role of public charter school board member is to assist in the management of the charter school in complying with federal and state regulations. They are critical members in sustaining the charter school by making sure the school is abiding by its charter.
6. **What relevant knowledge and expertise will you bring to the board?** I have a Bachelor degree in Special Education and a Masters degree in Early Childhood Education. I have taught in at-risk schools in the area of special education for 16 years. Most of my classroom time has been in co-teaching with a General Education teacher in the General Education setting. The remainder of my experience has been in Title 1 Pre-K and in Resource Room settings. I have 237 hours of math training and numerous hours of literacy training. I bring experience and knowledge of effective strategies for what works in a classroom for all students.
7. **Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?** At the end of our first year, we will have students who are successful and happy. They will feel empowered in their own education. Parents will feel welcome; therefore, they will be involved in many aspects of their child's education process. Teachers will know they are appreciated and respected as professionals. In the following years we will continue these successes while expanding our student population.
8. **What is your understanding of the school's mission and/or philosophy?** The school's philosophy is that all children are capable of making progress through the use of effective delivery of instruction despite their language, socio-economic status or familial situation. It is our belief that a school can only be successful if it has effective leadership from both administration and teachers. The teachers are the educational leaders in the classroom.
9. **Are you familiar with the school's proposed educational program? How would you describe it?** It is our belief that all children learn best when they are taught using authentic experiences and provided time to develop the skills that they need to be successful. Content needs to be delivered to students through meaningful lessons that have been designed with all learners in mind. Developing language and vocabulary is integral to all students' success.
10. **What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?** Successful schools are schools that show progress and growth in all areas. They have students who grow and develop their knowledge in many areas and are able to integrate their knowledge into higher level thinking tasks. Their teachers are respected for

their expertise. The teachers feel a moral and ethical obligation to stretch their own teaching ability to provide exceptional teaching to the children that they are responsible for educating. The students feel that they are responsible for their education and fully participate in that education.

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please indicate the name of the person and the relationship? No
12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

Below is a list of prospective school employees and the relationship I have had with each of them:

Name	Position	How Known
Katie Pellegrino	Administrator	Committee to Form member Past co-worker
Amy Zeiders	Administrator	Committee to Form member Past co-worker
Monica Stone	Teacher	Past co-worker
Alyce Kennington	Teacher	Past co-worker
Christina Carlson	Teacher	Past co-worker
Kristen Davis	Teacher	Past co-worker
Amy Kreutzer	Teacher	Current co-worker
Kris Kathan	Teacher	Past co-worker
Wendy Thorn	Teacher	Past co-worker
Melissa Talvitie	Teacher	Current co-worker

13. Do you or your spouse know anyone that plans to do business with the school? If so, please indicate and describe the relationship and the nature of the potential business. 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. N/A
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? N/A
16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school or both? If so, describe the potential relationship. No
17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain. No
18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends). It is important to remember that being in the "business" of education means that children are the primary responsibility – it is not an adult-centered industry. Too often the adults believe otherwise and that is often where education begins to fail. If I was presented with this situation I would

do one of two things, bring it to the attention of the entire board or, if I felt that more board members were involved for this matter to be resolved within the board, I would bring it to the attention of the state.

Patricia Moyer
2210 Summerwind Circle
Henderson, NV 89052-2321

(T) 702.269.5749
(C) 702.498.2023
(E) pdmoyer@aol.com

Profile

Retired since August 2008, I desire to provide service to my community in a variety of positions. Possess solid organizational skills, people skills and common sense approach to all matters. Enjoy working with and for people to achieve the goals of their organization.

Personal Experience

2010-current Volunteer, Cleveland Clinic Lou Ruvo Center for Brain Health, Las Vegas NV

Work at the front desk escorting incoming patients to their appointments. Greet vendors and visitors, answering general questions about the facility. Also volunteer and their annual fund-raising Gala and other events when they need volunteers for registration and any other positions in support of the event.

1986-2008 Administrative Officer, City of Las Vegas, Las Vegas, NV

Provide administrative support to the Director of Public Works and the Director of Field Operations, their division managers and all other support staff. Combined departments had over 800 employees. Liaison with the Mayor and City Council offices, Human Resources Department, and Finance Department handling citizen complaints/concerns, and all matters relative to employee disciplinary actions, investigations and hearings and employee timekeeping approvals. Also responsible for coordinating and issuing all special event and film permits for the city which involved working with a variety of people all over the world. Combined work experience at the City of Las Vegas resulted in over 30 years of service in the public sector.

1980-1986 Stay at Home Mom

Two babies, thirteen months apart, resulted in a need to take time off from "regular" work.

1972-1980 Administrative Aide, City of Las Vegas, Las Vegas, NV

Started at the City in 1972 in Planning as a Stenographer, moved up to Secretary in Cultural Services and then in Funds Coordination. Ultimately moved to the City Manager's office where I worked for a Deputy City Manager (Administrative Assistant) in support of the City's "support services" departments and ultimately worked for the City Manager as his Administrative Aide until I left on maternity leave. Provided all administrative clerical and liaison work between these offices, elected officials, citizens and city employees.

1970-1972 Cashier, Ralph's Grocery Company, La Canada, CA

Part-time position working as cashier/checkout at their La Canada store.

1967-1969 Secretary, Mariner Mars Division, Jet Propulsion Lab, NASA, Pasadena, CA

Provided clerical support to the Mariner Mars and Venus Mercury Divisions in support of the Mariner Mars 1969 and 1970 launches. Very technical clerical work, general clerical.

Education Graduated from Crescenta Valley High School, La Crescenta, CA 1967

Some college classes (Glendale Jr. College, Glendale CA and CSN, Nevada) in basic education classes working toward a degree (i.e., Sociology, Psychology, Nevada History, Political Science, Art Appreciation).

Skills

Ability to work well with others, dependable, high degree of organization and common sense in resolving complicated matters. Computer skills: PC and MAC skills in word processing, spreadsheets and other presentation applications. Ability to take and transcribe Shorthand. Ability to operate all general office equipment (fax machines, copy machines, etc.)

1. **Please affirm that you will be at least 18 years old by Jan. 1 of the year in which the proposed charter school would open?** DOB 3.17.49
2. **How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?** My daughter is one of the founding members of the Promise Academy and I have agreed to take on this opportunity in support the Promise Academy to assist them in achieving their goals.
3. **Explain why you would like to serve on the board.** I believe public education is at a critical point and not always reaching the children they need to reach and I believe the Promise Academy can provide a quality education in a smaller, less bureaucratic setting.
4. **Have you previously served on a board of a school district or a non-for-profit? 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 never served on a board of a school district or a non-for profit but I believe my past experience of over 30 years in city government will provide a solid base for understanding the rules and laws governing charter schools.
5. **What is your understanding of the appropriate role of a public charter school board member?** The role of public charter school board member is to assist in the management of the charter school in complying with federal and state regulations. They are critical members in sustaining the charter school by making sure the school is abiding by its charter.
6. **What relevant knowledge and expertise will you bring to the board?** I have general knowledge of how a board functions in support over an entity. I understand that laws and rules are important in governing these boards and will endeavor to follow them to the best of my ability.
7. **Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?**
At the end of the first year, students will have had the attention they need to love learning and feel empowered in their own education. Parents will be welcome to become involved in their child's education which will help their children in the long run. Teachers will know they are appreciated and respected as professionals. In the following years we will continue these successes while expanding our student population.
8. **What is your understanding of the school's mission and/or philosophy?**
The school's philosophy is that all children are capable of making progress through the use of effective delivery of instruction despite their language, socioeconomic status or familial situation. It is our belief that a school can only be successful if it has effective leadership from both administration and teachers. The teachers are the educational leaders in the classroom.

9. **Are you familiar with the school's proposed educational program? How would you describe it?** It is our belief that all children learn best when they are taught using authentic experiences and provided time to develop the skills that they need to be successful. Content needs to be delivered to students through meaningful lessons that have been designed with all learners in mind. Developing language and vocabulary is integral to all students' success.
10. **What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?** Successful schools are schools that show progress and growth in all areas. They have students who grow and develop their knowledge in many areas and are able to integrate their knowledge into higher level thinking tasks. Their teachers are respected for their expertise. The teachers feel a moral and ethical obligation to stretch their own teaching ability to provide exceptional teaching to the children that they are responsible for educating. The students feel that they are responsible for their education and fully participate in that education.
11. **Do you or your spouse know any of the other prospective Board/CFS members? If so, please indicate the name of the person and the relationship?**
No
12. **Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.** Yes, my daughter Nicole M. Martin
13. **Do you or your spouse know anyone that plans to do business with the school? If so, please indicate and describe the relationship and the nature of the potential business.** 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.** N/A
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?** N/A
16. **Do you anticipate conducting any business with the EMO/CMO/ESP, the school or both? If so, describe the potential relationship.** No
17. **Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.**
No
18. **How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member,**

his or her friends). Being a member of the school's board has one priority - insuring that the business of "education of children" is the #1 priority. I believe the situation should be properly investigated, documented and reviewed and if it is felt the situation, in fact, was valid move forward with a review by the board and/or the state depending on the circumstances. If it is believed that a criminal activity is involved it should be turned over to the proper authorities.

State of Nevada

License for Educational Personnel

License No. 0000012080

This License Certifies That

KATHLEEN M. PELLEGRINO

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

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
PROFESSIONAL ELEMENTARY	K-8	09/06/2006	TEACHING (03/26/1999), READING (09/17/1996)	09/21/2012	
PROFESSIONAL SPECIAL	K-12 SUB	09/06/2006	SUBSTITUTE (03/26/1999)	09/21/2012	

Keith W. Rheault
State Superintendent of Public Instruction

Katie Pellegrino

11180 Varedo Ct.

Las Vegas, NV. 89141

Phone: 702-407-9207 (home); 702-303-4022 (cell)

E-mail: pk4134@interact.ccsd.net

Education

2011 - MS Education Administration, UNLV

1993 - MS Curriculum and Instruction, UNLV

1990 - BS in Education, UNLV

Positions Held

2010- Current Literacy Specialist, Edwards ES CCSD

2009-2010 Literacy Specialist, Ira Earl ES, CCSD

2008—2010 Title I Liaison, Walter Long ES, CCSD

1998- 2008 Literacy Specialist, Walter Long ES, CCSD

1996- -1998 Literacy Specialist, Stanford ES, CCSD

1995- 1996 4th Grade Teacher, Stanford ES, CCSD

1990— 1994 1st Grade Teacher, Stanford ES, CCSD

Licenses and Certificates

- 1990—current—Elementary School Teaching License
- 2010 – Fast ForWord Training
- 2010 – AIMSweb Training
- 2009 - Employee of the Year
- 2000—Certificate of Completion Peer Mediation Team Training
- 1994—Certificate for Project Life Training

Roles & Responsibilities

- 2011 - current CHAMPS leader
- 2010 – current AIMSweb Manager/Trainer
- 2010 – current Accelerated Reader leader
- 1996 - current Literacy Team chairperson
- 2010 Fast ForWord leader
- 2010 Positive Behavior Support team member
- 2009 Literacy CORE Cadre (Primary Team and Intermediate Team)
- 2008 - 2010 Title I Liaison, Long ES
- 2008 Coaching Cadre
- 1996 - 2010 Testing Coordinator
- 2006 - 2008 DIBELS Trainer
- 2000 - 2008 Brigrance Tester
- 1996 - 2010 Response To Intervention (RTI) chairperson
- 1995 - 2002 Acting Technology Coordinator

References

Kristie Cole, Principal Edwards ES CCSD 702-799-7320

Dr. Bonnie Townsend, Principal Ira Earl ES CCSD 702-799-7310

Heather Lenz, Assistant Principal Ira Earl ES CCSD 702- 799-7310

Gretchen Braner, Retired Principal Walter Long ES CCSD cell 702-340-4408 home 395-0958

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I am currently 46 years of age. My birthday is 9-21-1965

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

I am one of the original creators of the charter school. According to the charter application I need to be a member of the Committee to Form due to creating the charter.

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

Being one of the creators of the charter school I would like to serve on the board to ensure the charter school application is filled out with the ideas and beliefs that we hold.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

No, I have never served on the board of any school

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

My role serving on the Committee to Form would be to assist in creating the charter school application and once the school is open I will no longer be on the board. Instead the charter school will have an official board whose members will serve to guide to ongoing happenings of the school.

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

Currently I am assisting with creating the charter school so I have the knowledge of the beliefs we hold to improve the academics provided to elementary school students. We hope to create an enriching, and effective school where all students are properly prepared for their future.

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

At the completion of our first year we will see students who have grown academically as well as with their English proficiency. We will be preparing to expand and add 3rd grade to our school. Within four years we will be a full functioning K-5 school where all students are excelling academically as well as at least 80% our 3rd – 5th grade students passing the state proficiency exams.

II. Educational Philosophy

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

Promise Charter School's mission is to create an enriching, effective learning environment so all students master their academics. We will also be focusing on Second Language Learners. We will provide academic learning as well and language proficiency.

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

Promise Academy's focus is to instruct students at their ability level as well as exposing them to their current grade level curriculum, while also focusing on their English language development. Inquiry based learning will also be used. Promise Academy has strong beliefs that all students can learn given the proper support and structures.

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?

Successful schools are ones which focus on student academics as well as proper teacher instruction. Staff should be cohesive and work for the same belief (in this case – that all students can and will learn given the proper support and instruction). In the initial years of the charter school's operation the board will serve in many different ways. They will oversee the school's financial operations as well as approving any new/changed regulations.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Yes, I know Amy Zeiders, Nicole Martin and Dottie Heenan. I have worked with both Amy Zeiders and Nicole Martin. Due to years of working together and believing that more students could achieve given better instruction, we have decided to open a charter school. Dottie Heenan is my mother and has been asked to assist with the charter because of her years working in the banking industry.

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.

Name	Position	How Known
Amy Zeiders	Administrator/Financial Operations Officer	Stated above – worked with her for many years as well as worked together to form charter school.
Nicole Martin	Teacher	Stated above – worked with her for many years as well as worked together to form

		charter school.
Monica Stone	Teacher	I worked with Monica a few years ago. She has shown interest in working for Promise Academy.
Alyce Kennington	Teacher	I worked with Monica a few years ago. She has shown interest in working for Promise Academy.
Christina Carlson	Teacher	I worked with Monica a few years ago. She has shown interest in working for Promise Academy.
Kristen Davis	Teacher	I worked with Kristen a few years ago. She has shown interest in working for Promise Academy.
Kris Kathan	Teacher	I worked with Kris a few years ago. She has shown interest in working for Promise Academy.
Wendy Thorn	Teacher	I worked with Wendy a few years ago. She has shown interest in working for Promise Academy.

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.

I do not know anyone who plans to do business with the school.

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").

NA

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

NEVADA MODEL CHARTER SCHOOL APPLICATION

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.

There are not any potential ethical or legal conflicts that I can see at this moment.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in selfdealing (i.e., making arrangements involving the school that

If I discovered someone engaging in selfdealing, first, I would look further into it to ensure s/he is in fact doing so. If I find out they are indeed selfdealing, I would approach them and explain what I found out and see if s/he is cognizant of what s/he is doing. I would remind her/him of the purpose of this charter school, the vision we all shared at one time. If it seems no matter what I try this person is still determined to be engaged in selfdealing, then I would immediately bring the matter to the board and together we all can determine how to deal with the issue.

Del. to
Diana 12-8

State of Nevada

License for Educational Personnel

License No. 0000053095

This License Certifies That

AMY B ZEIDERS

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

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) <small>(See reverse for explanation)</small>
PROFESSIONAL ELEMENTARY	K-8	12/03/2008	TEACHING (11/17/1997)	11/20/2014	
PROFESSIONAL SPECIAL	K-8	12/03/2008	FESL (10/16/2002)	11/20/2014	
PROFESSIONAL SPECIAL	K-12	12/03/2008	SUBSTITUTE (11/17/1997)	11/20/2014	
	SUB				



Keith W. Rheault

State Superintendent of Public Instruction

Amy B. Zeiders
1948 Windfall Ave.
Henderson, NV 89012
702-496-9372
abz738@interact.ccsd.net

OBJECTIVE

Obtain a position of English Language Learner Area Specialist

EDUCATIONAL BACKGROUND

Master of Education in Curriculum and Instruction, May 2001
UNIVERSITY OF LAS VEGAS NEVADA, Las Vegas, Nevada

Bachelor of Science in Education, December 1994
ILLINOIS STATE UNIVERSITY, Normal, Illinois

TEACHING EXPERIENCES

- 2007-2012* *CCSD Area ELL Specialist*
NE Region of Clark County, Las Vegas, Nevada
- Establish rapport with schools, principals, ELL specialists
 - Provide training and support with HQSI and ELL strategies
 - Assist Area Coordinator as needed
- 2005-2007* *English Language Learner Specialist*
Walter Long Elementary School, Las Vegas, Nevada
- Continue development of Newcomer program
 - Demonstrate effective strategies for K-5 teachers
 - Organize and facilitate Language Acquisition Skills assessments
- 1995-2007* *Classroom Teacher*
Walter Long Elementary School, Las Vegas, Nevada
- Establish Newcomer Program for 20 students
 - Grades 3-5 (2006-2007)
 - Instruct grades 1, 3, and 5
 - Incorporate technology in all content areas

SPECIALIZED TRAINING:

A+Rise*

Thinking Maps*

Path to Proficiency*

Write From The Beginning*

Teach First*

High Quality Sheltered Instruction *

Rigby Newcomer

Trophics

Dynamic Indicators of Basic Early Literacy Response To Intervention

CORE

Structured Teacher Planning Time

Voyager Passport

Full Option Science FOSS

Math Early Intervention Program

Developing Number Concepts/ Kathy Richardson Investigations

Backwards Assessment Model

Guided Reading

Differentiated Instruction

Rosetta Stone

ELPA Test Coordination

Curriculum Engine

INFORM

130+ hours in Math and Science Enhancement

(* Trainer of Trainers)

SEMINARS:

2008 New Teacher Conference, Las Vegas, NV

2007 Dual Language National Conference (Presenter), Albuquerque, NM

2007 PAALS Conference (Presenter), Las Vegas, NV

2006 Visions Conference, Las Vegas, NV

2003 Visions Conference, Las Vegas, NV

COMMITTEES AND RESPONSIBILITIES:

New Teacher Mentor

Grade Level Chair

Family Literacy Night Co-Coordinator Multicultural Representative

Response To Intervention Team Member

School Newsletter

1. Please affirm that you will be at least 18 years old by Jan. 1 of the year in which the proposed charter school would open.
 - I will be at least 18 years old in 2013 when the proposed charter school will open.
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
 - My educator friends and I decided that the second language students in Clark County were being underserved by teachers who saw their lack of English Language as a barrier to them being able to learn with their other peers. So, we thought we should start a charter school that specifically serves this population and has a committed staff that understands how language, especially second language, develops in students and doesn't see it as a barrier to them being able to learn.
3. Explain why you would like to serve on the board.
 - I would like to serve on the board as I was on the Committee to Form. I understand that once we have our first Governing Body meeting that I will have to step down from this position. However, in the meantime, I feel that my background in second language acquisition is a key element to this board as we are forming our charter school from the ground up.
4. Have you previously served on a board of a school district or a non-for-profit? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
 - No, I have never served on another board in any capacity.
5. What is your understanding of the appropriate role of a public charter school board member?
 - I understand it to be my role to help to maintain that the school is adhering to the mission, vision, and philosophy of the Charter School and to assist the school in maintaining school records (student, staff, support staff, and budget) to facilitate that the Charter School will remain open for another year.
6. What relevant knowledge and expertise will you bring to the board?
 - I was previously an elementary school teacher in grades first, third and fifth. I have taught a newcomer class to 3-5 grade students who were in the country less than six months. I have also been a school ELL specialist, as well as, work at the District level as an ELL specialist in assisting up to 80 schools with the needs of their second language learners.
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?
 - My image of the school towards the end of the year will be that the students are working at grade level if not above, they are enjoying school,

the teachers plan on returning for another year, and the parents have helped out continuously throughout the year. In four years, my image would be that the school is a well-oiled, running machine as it will have reached its capacity of grade levels. In addition, my image is that most of the upper grade students are students who have been there from the opening, and they are all working at or above grade level. I would imagine that the teachers are satisfied with their work assignment, and possibly request to loop with their students. In addition, I see the school as a fixture in the community with several organizations volunteering services to help with activities.

8. What is your understanding of the school's mission and/or philosophy?
 - The school's mission and philosophy is to focus on language development specifically with the second language student in mind using research based techniques combined with a hands-on learning approach. I know that the Charter School is planning on assessing all students in their language development, and this would include special populations of low-socio economic mono-lingual students, possibly some Special Education students, and Gifted and Talented students.
9. Are you familiar with the school's proposed educational program? How would you describe it?
 - The school plans to use researched based techniques in the classroom where all students are encouraged to learn in multiple ways. They are planning on using the Common Core State Standards to guide instruction. Teachers are encouraged to use a hands-on approach where students are engaged kinesthetically throughout the learning process.
10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?
 - The characteristics of a successful school are: knowledgeable teachers who care about their students and strive to teach in multiple ways to reach them; students who know they are cared for by their teachers and are motivated to try their best; administration who maintains and safe, clean and effective learning environment; and parents who support the school by volunteering, as they are able, and encouraging their child to come to school on time and prepared to learn.
 - I think the board will need to monitor that the school is meeting the needs of the students by checking in with Administration, seeing that the school is maintaining and staying within their proposed budget, and attending school functions to talk to parents to see how they are feeling about the school.

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please indicate the name of the person and the relationship.

- Yes, Katie Pellegrino and Nicole Martin are former co-workers and friends now.

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

Name	Position	How Known
Katie Pellegrino	Administrator	Past co-worker
Nicole Martin	Teacher	Past co-worker
Monica Stone	Teacher	Past co-worker
Alyce Kennington	Teacher	Past co-worker
Kris Kathan	Teacher	Past co-worker
Wendy Thorn	Teacher	Past co-worker

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

- No, I don't know of anyone that plans to do business with the school.

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. (write N/A)

- N/A

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? (write N/A)

- N/A

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

- No, I don't anticipate conducting any business with the EMO/CMO/ESP. I do plan on working at the school as an Assistant Principal/Financial Operations Officer.

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, there are no potential ethical or legal conflicts of interest that I can foresee in the context of my service on the school's board.

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

- If it were just one person, I would confront him/her one-on-one to hear his/her side before bringing it to the board. If it were a group, I would approach them at an open board meeting where all parties involved could attend and hear what the situation was and what the response was to the allegation.

B.3: Management and Operation

Promise Academy Narrative

8/31/2012

Narrative B.3.1

Promise Academy's day to day operations will be run by the administration, consisting of the Principal and Assistant Principal/Financial Operations Operator. In addition, the office support staff will supervise and assist, as needed, if both the Principal and Principal/Financial Operations Operator are out at the same time. All assurances will be made to not have both administrators off campus at the same time. The day to day operations may include, but are not limited to, communicating with parents through phone calls, making parent conferences (if needed), community relations, dealing with student issues that may include discipline, truancy, behavior, etc., classroom observations, fulfilling compliance issues, insuring compliant charter requirements, budget and finances, looking at and examining data, maintaining staffing, planning future professional development, and planning for the upcoming years.

Narrative B.3.2

Principal and Principal/Financial Operations Operator - Administration Roles

- Conducting classroom observations and completing staff evaluations to ensure effective classroom instruction
- Planning future professional development
- Monitoring of Charter regulations and compliance with other legal matters
- Supervising budget and finances
- Collecting and analyzing data from student assessments, curriculum development and implementation, and surveys

- Communicating with parents/guardians through phone calls, emails and/or conferences
- Supporting community relations
- Dealing with student issues that may include: discipline, truancy, behavior
- Coordinating staffing
- Planning for the upcoming years

Principal and Principal/Financial Operations Operator - Financial Responsibilities

- Continually secure financial backing; maintaining budget & finance issues
- Monitoring all expenses and budgets in order to comply with approved policies
- Ensuring the delivery of all financial records in a timely manner
- Supporting community relations
- Collecting and analyzing data

Office Manager

- Maintaining and updating student records
- Maintaining and monitoring the daily banking
- Answering phone and managing front office/counter relations
- Maintaining and ordering supplies
- Assisting the Principal and Principal/Financial Operations Operator as needed

It is the expectation that the Administrators will have critical skills such as knowledge of curriculum and effective teaching strategies, cultural awareness and sensitivity, cultural responsive teaching practices, interpersonal skills, organizational

skills, supervisory abilities, ability to make decisions with efficiency and accuracy, conflict resolution skills, ability to multitask, and leadership skills. It is the expectation that the office support staff, specifically the Office Manager, will have critical skills such as interpersonal skills, multi-clerical skills, ability to make decisions with efficiency and accuracy, organizational skills, ability to multitask, knowledge and skill set of maintaining databases, and a strong understanding of budgeting.

Narrative B.3.4

The Administration and staff will keep up-to-date on current laws and regulations governing charter schools. The Administration will attend conferences and technical meetings offered by the Clark County School District and/or the State of Nevada. The Administration will work with other Administrators (Charter Schools as well as CCSD Administrators) for clarification and guidance as well as the Nevada Charter School Association. In addition, the Administration will cooperate with the Nevada Department of Education to ensure that Promise Academy remains in compliance with the State statutes and our license remains in good standing.

Narrative B.3.5

Should there be a dispute between the Governing Body and the school's sponsor, the State Board of Education/State of Nevada, Promise Academy will submit, in writing, a statement outlining its complaint and proposed resolution to the Department's Deputy Superintendent of Administrative and Fiscal Services, or his/her designee, for review. The Department will respond to the complaint and proposed resolution, in writing, within 30 calendar days, outlining whether or not it agrees with the

complaint and whether it accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Deputy Superintendent, it may request, in writing, a review by the Superintendent of Public Instruction. The Superintendent will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, which resolution is proposed, or proposing an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the State Board of Education at the next available meeting for its consideration. The State Board will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the State Board of Education is final.

Narrative B.3.6

Promise Academy will operate as a public elementary school, sponsored by the State of Nevada, initially serving students Kindergarten through second grade; each year a subsequent grade level will be added until we reach a K-5 status. It is the school's mission and vision to provide educational services for at-risk populations (defined through NRS 386.500 as children who are limited English proficient and who come from economic and academic disadvantaged backgrounds). Because of this, Promise Academy will not charge students any type of fees. It is our intent that students will be academically proficient and advance to the next grade level each year.

Narrative B.3.7

Promise Academy shall enroll pupils who are eligible for enrollment in the order in which the applications are received. If more pupils who are eligible for enrollment apply for enrollment in Promise Academy than the number of spaces which are available, the charter school shall determine which applicants to enroll on the basis of a lottery system as pursuant to NRS 386.580. Because Promise Academy will be an “at-risk” charter school, we will adopt the following NRS 386.580(2) and/or NRS 386.520(4)(p) lottery exemptions: a sibling of a pupil who is currently enrolled in the school; a child of a person employed in a full time position by the school; a child who is in a particular category of at-risk pupils pursuant to NRS 386.520(4)(p). As stated in the Cover Sheet of our charter school application and elaborated upon in A.7 of the application, we will employ the provisions of NRS 386.520(4)(p).

Narrative B.3.8

This application was prepared by members of the Committee to Form.

Narrative B.3.9

Promise Academy will limit our enrollment in order to have a teacher to student ratio of 1:18. In our initial year, we would estimate our total enrollment to be approximately 216 students. With the addition of each grade level, the school's enrollment will increase by approximately 72 students per year.

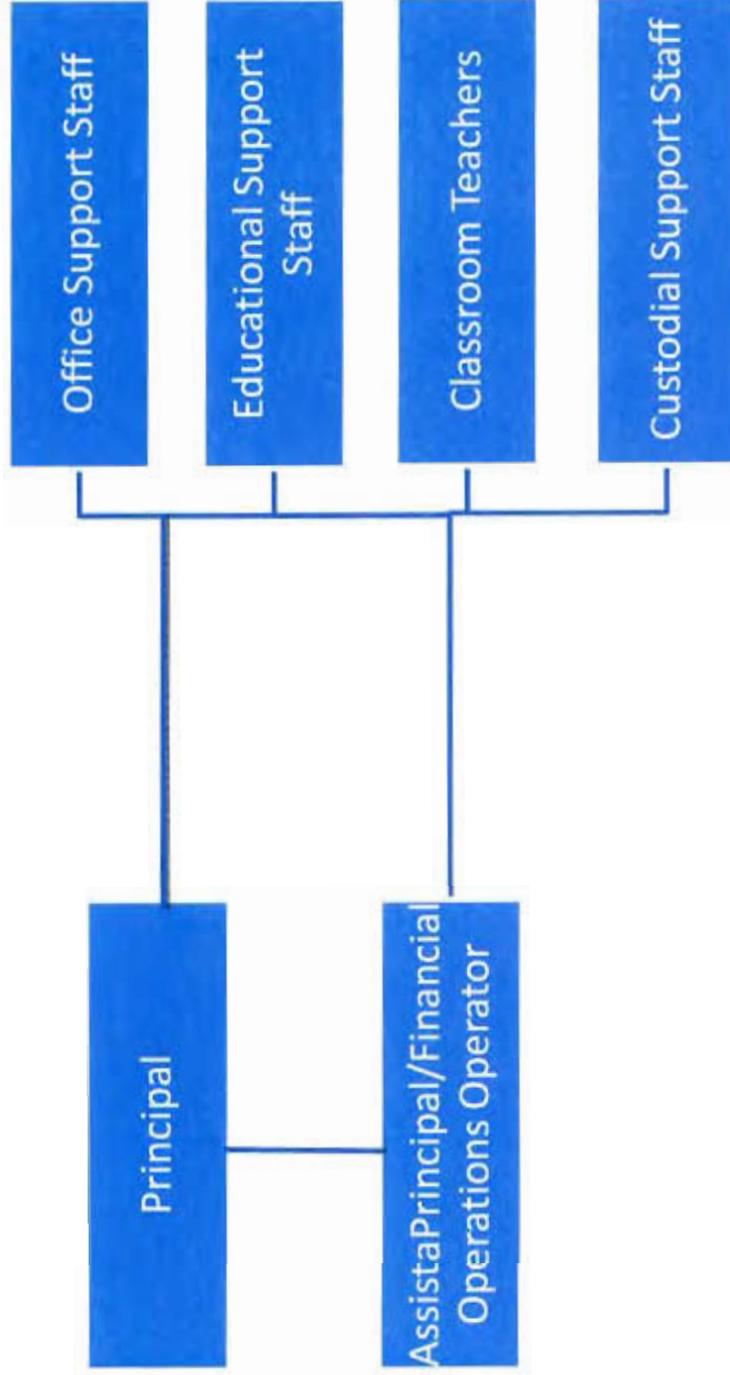
B.3: Management and Operation

Promise Academy Attachments

8/31/2012

Promise Academy's Organizational Chart

2013-2014



B.4: Staffing and Human Resources

Promise Academy Narrative

8/31/2012

Narrative B.4.1

Promise Academy will initially open as a K-2 school in 2013-2014 with a teacher to student ratio of 1:18 for each grade level. We plan on opening with four classrooms per grade level which would result in 12 total classrooms for that initial year. It is our goal to become a K-5 school within three years by adding one additional grade level each year. This would lead us to hire four additional teachers each year. It is our intent to keep the teacher/student ratio somewhere between 1:16 and 1:20. Teachers would be initially offered a one-year contract to work for Promise Academy. All teacher applicants will need to submit a resume, copy of their Nevada teaching license, as well as three letters of recommendation, one of them being from a current or former administrator who supervised them, and if available, up to three years of teaching evaluations.

While we understand that there is a possibility of discovering that the Charter School and a particular teacher are a poor fit, all efforts will be made, within reason, to ensure that teachers are satisfied with their teaching assignments and the operations of Promise Academy. Teacher satisfaction will be gathered by collecting data via one-on-one conferences, staff surveys, informal conversations, student test results, formal evaluations, and classroom observations. We have a verbal agreement from 12 teachers who are eager to apply and work for Promise Academy. As part of our retention plan, the Administration, along with the Governing Board, will continue to offer one year contracts to those teachers who are deemed effective (via their test scores, evaluations, parent satisfaction surveys, and classroom observations) and demonstrate their support of the mission of Promise Academy through their teaching practices.

Prospective teachers will be encouraged to have training in the CORE Reading Sourcebook, the Five Essential Components of Effective Reading Instruction, and have an understanding of second language development to support our school mission, vision and educational philosophy. All teachers will be Highly Qualified at the time of hire or will meet these requirements within one year of their hire date. It will also be strongly encouraged that prospective teachers hold a TESL endorsement. Teachers for the initial year of Promise Academy will be chosen based upon their effectiveness, beliefs, and determination to make sure that all students succeed. Subsequent years, we plan on advertising for needed teachers and support staff via the Internet, our school website home page, as well as word of mouth. In our initial year, support staff will be chosen based on qualifications and recommendations. Support staff will be initially offered a one year contract to work for Promise Academy. As Promise Academy's goal is to provide a quality education to second language students, we want to ensure that a large allocation of our budget goes to promoting smaller class-sizes, devoting extra attention to developing language acquisition, and increasing the academic rigor of our students is promoted.

Narrative B.4.2

Teachers will be initially offered a one-year contract to work for Promise Academy. Each year the Administration, along with the Governing Board, will renew the contracts for the upcoming year for those teachers who are deemed effective (via their test scores, evaluations, parent satisfaction surveys, and classroom observations). In addition, we will look at how those teachers have demonstrated their support of the mission of Promise Academy through their teaching practices.

Narrative B.4.3

All classroom teachers will hold a current Nevada State teaching license. All specialist teachers will hold a current Nevada State license with the endorsement of their subject. It is strongly encouraged that both the classroom teacher and the specialist teacher have a TESL endorsement on their license. All teachers will be Highly Qualified at the time of hire or will meet these requirements within one year of their hire date. For further job descriptions of the classroom and specialist teacher, see Appendix.

Narrative B.4.4

Evaluation of teachers, both classroom and specialists, will comply with NRS 391.3125 and be conducted at least once a year. The teacher will receive a copy of the written evaluation no later than 15 days after the formal evaluation. An Administrator will observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period, with at least one observation during that 60-minute evaluation period consisting of at least 30 consecutive minutes. In addition, each teacher's evaluation will include:

- a) An evaluation of the classroom management skills of the teacher;
- b) A review of the lesson plans and the work log or grade book of pupils prepared by the teacher;
- c) An evaluation of whether the curriculum taught by the teacher is aligned with the standards of content and performance established pursuant to [NRS 389.520](#), as applicable for the grade level taught by the teacher;

- d) An evaluation of whether the teacher is appropriately addressing the needs of the pupils in the classroom, including, without limitation, special educational needs, cultural and ethnic diversity, the needs of pupils enrolled in advanced courses of study and the needs of pupils who are limited English proficient;
- e) An evaluation of whether the teacher employs practices and strategies to involve and engage the parents and families of pupils in the classroom;
- f) If necessary, recommendations for improvements in the performance of the teacher;
- g) A description of the action that will be taken to assist the teacher in correcting any deficiencies reported in the evaluation; and
- h) A statement by the administrator who evaluated the teacher indicating the amount of time that the administrator personally observed the performance of the teacher in the classroom.

Narrative B.4.5

The anticipated principal of Promise Academy will be: Katie Pellegrino 11180 Varedo Court, Las Vegas, NV 89141 (702) 303-4022.

Narrative B.4.6

A charter school Administrator who otherwise meets the statutory and regulatory requirements for a charter school Administrator is entitled to perform all duties that an Administrator traditionally performs, including evaluating staff and administering state mandated tests. See job description in Appendix.

Narrative B.4.7

A. Administrator already selected (see B.4.5).

B. In the unlikelihood of an Administrative vacancy, pending the Governing Board's approval, the school's other current Administrator will become the interim Administrator and take over those responsibilities until the position is filled by a new Administrator.

The Administrative vacancy will be advertised on the school's website and at the physical school site. The applicant(s) name(s) will be submitted to the Governing Board for review.

Narrative B.4.8

Promise Academy will recruit new staff members in a variety of ways as positions become available. This process will include seeking instructional staff and other employees who agree with the school's mission, vision, and philosophy and will commit to working with our school. We will advertise through word-of-mouth, our school website, newspapers, and we will also look into State Department Teacher Licensure and Colleges of Education.

Narrative B.4.9

A) At this time we do not know the exact names, license numbers and proposed assignments of each licensed staff member. Although we do have prospective names of teachers, they are not confirmed at this time.

B) At this time, we do not know the exact names, qualifications and proposed assignments of each non-licensed staff member.

SECTION

C



C.1: Budget

Promise Academy Narrative

8/31/2012

Narrative C.1.4

Promise Academy has submitted a 'Statement of Assurances' that we will use the Nevada Chart of Accounts.

Narrative C.1.6

The start-up of any business/organization is a challenging and fragile process due to the financial aspect and the fact of being an unknown entity. According to the State Department website, a large portion of charter schools have closed due to financial difficulties. Therefore, we are aware of the importance of securing a strong financial foundation in order to insure our yearly operations. We are currently seeking potential sponsors and/or donors for financial assistance in our charter endeavor.

While we can't predict all our specific concerns and downfalls, we are cognizant of the importance of the need to be financially solvent. Therefore, Promise Academy will continuously be seeking and securing funding and be monitoring the school's budget. On an on-going basis, the Administration will examine some of the anticipated financial issues that may involve cash flow concerns, budget shortfalls, and unsuspected financial challenges.

Day to day operations may include some cash flow challenges. We hope to stay on top of these challenges by creating an internal, separate budget where we will create a hierarchy of needs (for example pay the power bill before buying more pencils). After all the necessary expenses (rent, utilities, etc.) are paid, any money left will be used towards classroom and office supplies, as needed, with the remainder to be put into the school savings. We do not want to initially limit teachers on their classroom supplies

however, we are aware that many schools run out of consumables early in the year. At that point, we will make teachers aware of the fact that we are currently low or out of those supplies and they will have to, unfortunately, make due or purchase these supplies on their own. It will be noted for next year's budget that those classroom supplies ran out and approximately when in the school year, so that we can anticipate and correct that expense in the budget for the following year.

Hopefully, all budget shortfalls will be identified in a sufficient amount of time to adequately address. If such a time arises, Promise Academy plans on sending notification to our various sponsors and/or donors requesting additional financial assistance. We have an accountant who will be monitoring the budget, as well as the Office Manager, who will be aware of any unforeseen shortfalls.

Promise Academy is aware of the State Board of Education's warning to not over estimate initial enrollment in the charter school. The Committee to Form feels that 216 students used in FY 2013 and 288 students in FY 2014 is reasonable. However, in the event that the initial enrollment does not meet the 216 students estimated in the tentative budget submission, Promise Academy as deemed 54 students to be the minimum required to support the operation of the charter school. The 54 students will allow the school to open with one classroom per grade level and will allow the school to expand into additional grade levels in the upcoming years. If there is not enough enrollment to make a single grade full classroom of 18 students, then we would look at the option of having multi-grade classrooms. In this case, we will employ 3 classroom teachers, a specialist (who will teach both Physical Education and Health/Nutrition) (See Attachment A.3.6 for a modified prep schedule if needed), an Administrator, and an

office secretary. In addition to the reduced staff, we will also cut other expenses as necessary, such as: Administration, custodian, and specialists, to present a balanced budget. Special Education services, if needed, will be contracted out, as well as night time custodial services. We will actively pursue donations and apply for grants to assist with any budget shortfalls, as well as peruse fundraising opportunities. Any enrollment below 54 students will be grounds to forgo establishment of the school until a subsequent year. As Promise Academy's open enrollment is planned prior to any receipt of funds from the state any disposition of the schools assets per the provisions of NAC 386.342 should require a minimum effort.



C.1: Budget

Promise Academy Attachments

8/31/2012

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Promise Academy

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	Administrator	FTE	2	\$86,000.00	\$172,000.00
	Classroom Teachers	FTE	12	\$75,000.00	\$900,000.00
	Special Education Specialist Teachers	FTE	1	\$75,000.00	\$75,000.00
		PTE	4	\$37,500.00	\$150,000.00
	Custodian	FTE	1	\$40,320.00	\$40,320.00
	First Aide Safety Assistant	FTE	1	\$15,795.00	\$15,795.00
	Office Manager	FTE	1	\$56,000.00	\$56,000.00
	** Parent/Student Advocate	FTE	1	\$62,000.00	\$62,000.00
	Food Service	PTE	1	\$9,720.00	\$9,720.00
	Promise Academy will have two (2) administrators who will work 11 months. One administrator will serve a dual purpose: administrator as well as Financial Operations Officer which will work on securing funds to ensure the school remains financially solvent. There will be 12 teachers (4 at Kindergarten 4 at 1st grade, and 4 at 2nd grade) our initial year. Teachers will be contracted for 9 months. There will be 4 part-time specialist (Art, Music, Library, and PE) to allow teachers to have a 50 minute prep as well as giving the students non-academic instruction. Specialist will have a 9 month contract. We will employ 1 custodian who will work 11 months. We will employ one (1) First Aide Safety Assistant who will work a 9 month contract. We will employ one (1) Office Manager who will be an 11 month employee. We would like to employ one (1) Parent Student Advocate as an 11 month employee. This position will be determined based on funding. If there is sufficient amount of funds we will have an Advocate. This position will be to provide translation services as needed, community service, and working with parents to assist with making them more active in their child's learning. Depending on the building we secure and the size of the student lunchroom we hope to employ one (1) Food Service position to distribute student lunches.				
				TOTAL	\$1,480,835.00
200	BENEFITS				\$592,334.00
					\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Promise Academy

PROGRAM OR FUNCTION: _____

FISCAL YEAR: 2013-2014

					\$0.00
					\$0.00
	We have contacted an insurance company (WesTek Insurance). They are unable to give us an estimate as of yet. For now we are calculating benefits to be 40% of salaries. Once we have specific information we will adjust the budget.				
				TOTAL	\$592,334.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
					\$0.00
	Professional Development will be provided by the school's administration. Our technology will be purchased in the initial year, therefore we will have warranties.				
				TOTAL	\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Promise Academy

PROGRAM OR FUNCTION: _____

FISCAL YEAR: 2013- 2014

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
<p>We are applying for a Subsection 7 since we have not found a school building as of yet. We have spoken to an insurance company (WesTek Insurance) regarding insurance. They will give us an estimate once we secure a building.</p>					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
		AIMSweb		6.00 per student	\$1,296.00
		WIDA		25.00 per student	\$5,400.00
		Woodcock Munoz Language Assessment Kit			\$438.00
		Woodcock Munoz Language Assessment Test Records (25 pack)		\$6.10 per pack	\$561.00
		IPT Assessment		215 per pack	\$2,150.00
		Contracted Services		\$3,100.00	\$3,100.00
NARRATIVE					
<p>AIMSweb: We will be purchasing AIMSweb for our assessments and progress monitoring. The cost is 6.00 per student. In our initial year we will have a projection of 216 students. WIDA will be used as our Annual assessment for our second language learners. We have contacted the publishers for a cost. They are unable to give us a price since the contract is not finalized. The company estimated it would be approximately \$25.00 per student. Woodcock Munoz Language Assessment (CALPS): For all students. This test will be administered at the beginning and end of the year. This assessment will also be used for our Special Education students. IPT (BICS): All students will be given the IPT assessment at the beginning of the year for the students' initial year. After the initial year we will administer at end of year. This assessment will also be used for our Special Education students.</p> <p>Contracted Services: We will contract out for psychologist, speech, nurse, and OT/PT services. With a projected student enrollment of 216 students our</p>					

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Promise Academy

PROGRAM OR FUNCTION: _____

FISCAL YEAR: 2013- 2014

	initial year we estimate approximately 22 special education students (10%). With that in mind we will contract: psychologist 10 hours/month @ 50.00/hr; Speech - 8 hours a week for 32 hours per month @ 50.00/hr; Nurse - 15 hours/month and OT/PT 5 hours/month @ 50.00/hr. Contracting services total 62 hours @ 50.00/hr.					
				TOTAL		\$12,945.00
600	SUPPLIES					\$0.00
	Teachers			\$80,602.00		\$80,602.00
	Classrooms			\$50,225.00		\$50,225.00
	Supply Room			\$2,462.00		\$2,462.00
	Misc			\$2,459.00		\$2,459.00
	Office			\$8,685.00		\$8,685.00
	Custodial			\$115,555.00		\$115,555.00
	Administration			\$1,220.00		\$1,220.00
	Library			\$9,360.00		\$9,360.00
	Special Education Materials			\$1,000.00		\$1,000.00
	For a more detailed breakdown of each expense please see Section A. Special Education Materials: Adaptive materials so Special Education students will be able to participate in the classroom environment.					
				TOTAL		\$271,568.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Promise Academy

PROGRAM OR FUNCTION: _____

FISCAL YEAR: 2013-2014

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$2,357,682.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$2,357,682.00

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/11	WEIGHTED ACTUAL YEAR ENDING 06/30/12	WEIGHTED ESTIMATED YEAR ENDING 06/30/13
1. Pre-kindergarten (NRS 388.490)	<u> </u> x .6 = 0.0	<u> </u> x 6 = 0.0	<u> </u> x .6 = 0.0
2. Kindergarten	<u> </u> x .6 = 0.0	<u>72</u> x .6 = 43.2	<u>72</u> x .6 = 43.2
3. Elementary	<u> </u>	<u>144</u>	<u>288</u>
4. Secondary	<u> </u>	<u> </u>	<u> </u>
5. Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u>0.0</u>	<u>187.2</u>	<u>331.2</u>
7. Students transported Into Nevada from out-of-state	<u> </u>	<u> </u>	<u> </u>
8. Students transported to another state	<u> </u>	<u> </u>	<u> </u>
9. Total WEIGHTED enrollment	<u>0.0</u>	<u>187.2</u>	<u>331.2</u>
10. Hold Harmless	<u> </u>	<u> </u>	<u> </u>

11. Basic support per pupil amount, Year Ending 06/30/13 5.257

Fill in information for each district:	2012-2013 Rate revised 4/25/12	WEIGHTED 2012-2013 Enrollment	Subtotal	Use rates below:	Reference amounts for #12 Estimate: "Outside Revenue"
School District					
Carson City	\$ 6,109	0.0	\$0		\$ 1,110
Churchill	\$ 6,152	0.0	\$0		\$ 1,070
Clark	\$ 5,257	331.2	\$1,741,118		\$ 1,030
Douglas	\$ 5,314	0.0	\$0		\$ 2,371
Elko	\$ 6,364	0.0	\$0		\$ 1,059
Esmeralda	\$ 17,932	0.0	\$0		\$ 6,421
Eureka	\$ 100	0.0	\$0		\$ 42,104
Humboldt	\$ 5,540	0.0	\$0		\$ 1,706
Lander	\$ 100	0.0	\$0		\$ 9,861
Lincoln	\$ 9,906	0.0	\$0		\$ 1,217
Lyon	\$ 6,718	0.0	\$0		\$ 918
Mineral	\$ 8,463	0.0	\$0		\$ 1,458
Nye	\$ 6,652	0.0	\$0		\$ 1,290
Pershing	\$ 8,838	0.0	\$0		\$ 1,844
Storey	\$ 7,069	0.0	\$0		\$ 6,459
Washoe	\$ 5,295	0.0	\$0		\$ 1,150
White Pine	\$ 6,648	0.0	\$0		\$ 1,824
Multidistrict		331.2	\$1,741,118	<u>5.257</u>	

12. Estimated "Outside Revenue" (Supplemental Support) per pupil \$1,030
This is the per pupil share of local taxes, etc, from the district.

13. Total basic support for enrollee including outside revenue \$ 2,082,254.40 Total Weighted-#9 \$ 2,082,254.40 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) \$ 2,082,254.40 Total Weighted \$ 2,082,254.40 Hold Harmless \$ -

Fiscal Year 2012-2013 Charter School Promise Academy Charter School

Form 3	(1)	(2)	(3)	(4)	(4)
Promise Academy Charter School REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 06/30/13		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	0	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)					
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

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

REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED	BUDGET YEAR ENDING 01/00/00		
		CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3)	(4)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 01/00/00		
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	0	0	0

Promise Academy Charter School Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	0		1,222,000		
200 Benefits	0		488,800		
300/400/500 Purchased Services	0		1,296		
600 Supplies	0		153,657		
700 Property	0				
800 Other	0				
2100-2600, 2900 Other Support Services					
100 Salaries	0		174,115		
200 Benefits	0		69,646		
300/400/500 Purchased Services	0				
600 Supplies	0		125,460		
700 Property	0				
800 Other	0				
2700 Student Transportation					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
100 TOTAL REGULAR PROGRAMS	0	0	2,234,974	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2100-2600, 2900 Other Support Services					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2700 Student Transportation					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Promise Academy Charter School PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	0		75,000		
200 Benefits	0		30,000		
300/400/500 Purchased Services	0		3,100		
600 Supplies	0		1,000		
700 Property	0				
800 Other	0		0		
2100-2600, 2900 Other Support Services					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2700 Student Transportation					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
200 SPECIAL PROGRAMS	0	0	109,100	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2100-2600, 2900 Other Support Services					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2700 Student Transportation					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/23/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2100-2600, 2900 Other Support Services					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2700 Student Transportation					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2100-2600, 2900 Other Support Services					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2700 Student Transportation					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
300 Total Vocational & Technical Prog	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2100-2600, 2900 Other Support Services					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2700 Student Transportation					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2100-2600, 2900 Other Support Services					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2700 Student Transportation					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
420 Total Speakers of Other Lang	0	0	0	0	0

Promise Academy Charter School _____

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2100-2600, 2900 Other Support Services					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2700 Student Transportation					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
440 Total English - Summer School for Other In	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2100-2600, 2900 Other Support Services					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2700 Student Transportation					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
490 Total Other Instructional Programs	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/13 FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2100-2600, 2900 Other Support Services					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2700 Student Transportation					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2100-2600, 2900 Other Support Services					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2700 Student Transportation					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2500 SUBTOTAL	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2600 SUBTOTAL	0	0	0	0	0
2700 Student Transportation					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0	0
3100 Food Service					
100 Salaries	0		9,720		
200 Benefits	0		3,888		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
3100 TOTAL FOOD SERVICES	0	0	13,608	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
4600 SUBTOTAL	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/13 AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries	0		0		
200 Benefits	0		0		
300/400/500 Purchased Services	0		0		
600 Supplies	0		0		
700 Property	0		0		
800 Other	0		0		
4900 SUBTOTAL	0	0	0	0	0
4000s CONSTRUCTION	0	0	0	0	0
5000 Debt Service	0		0		
000 EXPENDITURES	0	0	13,608	0	0
TOTAL ALL EXPENDITURES	0	0	2,357,682	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance	0				
Unreserved Ending Balance	0				
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	0	2,357,682	0	0
CHECKS:					
Contingency cannot exceed:	XXXXXXXX	0	70,730	0	0
Calculated Total Ending Fund Balance:	0	0	(2,357,662)	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

TENTATIVE BUDGET 2012-2013		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	1,396,115	558,446	280,413	2,234,974
200	Special	75,000	30,000	4,100	109,100
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		1,471,115	588,446	284,513	2,344,074
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	9,720	3,888	0	13,608
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		9,720	3,888	0	13,608
TOTAL ALL FUNDS TENTATIVE		1,480,835	592,334	284,513	2,357,682
FINAL BUDGET 2012-2013		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	0

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

Promise Academy Charter School

Budget Fiscal Year 2012-2013

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

Promise Academy Charter School

REPORT FOR ALL FUNDS		2012-2013	FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
REVENUES	Revenue CODES		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
Nevada Individuals	1310/1410		1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind
Nevada School Districts	1321/1421		1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	1431 Out-of-state SD
Out-of-state Individuals	1310/1410					
Out-of-State School Districts	1331/1431					
			\$0	\$0	\$0	\$0

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

Promise Academy Charter School

Budget Fiscal Year 2012-2013

LOBBY EXPENSES 2012-2013

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

1. Activity:

2. Funding Source:

3. Transportation \$

4. Lodging and meals \$

5. Salaries and Wages \$

6. Compensation to lobbyists \$

7. Entertainment \$

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

Total \$ -

Entity:

Lobbying Expense Estimate,

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Promise Academy Charter School

CASH FLOW STATEMENT

2012-2013	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type: General Fund School Acct															
Debitations															
Federal Grant A															
Total Revenues															
Total Revenues Y-T-D															
EXPENDITURES															
Salaries & Benefits															
Salaries	\$ 14,333.00	\$ 24,166.34	\$ 104,653.00	\$ 104,653.00	\$ 104,653.00	\$ 104,653.00	\$ 104,653.00	\$ 104,653.00	\$ 104,653.00	\$ 104,653.00	\$ 104,653.00	\$ 104,653.00	\$ 1,046,029.34	\$ -	\$ (1,065,029.34)
Benefits	\$ 5,733.20	\$ 9,607.00	\$ 41,961.00	\$ 41,961.00	\$ 41,961.00	\$ 41,961.00	\$ 41,961.00	\$ 41,961.00	\$ 41,961.00	\$ 41,961.00	\$ 41,961.00	\$ 41,961.00	\$ 434,010.20	\$ -	\$ (434,010.20)
Total Salaries & Ben	\$ 20,066.20	\$ 33,773.34	\$ 146,614.00	\$ 146,614.00	\$ 146,614.00	\$ 146,614.00	\$ 146,614.00	\$ 146,614.00	\$ 146,614.00	\$ 146,614.00	\$ 146,614.00	\$ 146,614.00	\$ 1,519,039.54	\$ -	\$ (1,519,039.54)
Operating															
Supplies	\$ 6,000.00	\$ 85,967.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 2,500.00	\$ 124,967.00	\$ -	\$ (124,967.00)
Rent															
Utilities															
Contracts	\$ 45,065.00												\$ 45,065.00	\$ -	\$ (45,065.00)
Textbooks	\$ 3,000.00	\$ 85,967.00	\$ 5,000.00										\$ 93,967.00	\$ -	\$ (93,967.00)
Equipment															
Total Expenses	\$ 75,151.20	\$ 265,767.34	\$ 155,014.00	\$ 150,014.00	\$ 150,014.00	\$ 150,014.00	\$ 150,014.00	\$ 150,014.00	\$ 150,014.00	\$ 150,014.00	\$ 150,014.00	\$ 149,014.00	\$ 1,783,058.54	\$ -	\$ (1,783,058.54)
Total Expenses Y-T-D	\$ 73,151.20	\$ 278,318.54	\$ 433,332.54	\$ 263,346.54	\$ 733,962.54	\$ 883,974.54	\$ 1,033,968.54	\$ 1,184,002.54	\$ 1,334,016.54	\$ 1,484,030.54	\$ 1,634,044.54	\$ 1,783,058.54	\$ 1,783,058.54	\$ -	\$ (1,783,058.54)
Percent of Budget															

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ (73,151.20)	\$ (265,767.34)	\$ (155,014.00)	\$ (150,014.00)	\$ (150,014.00)	\$ (150,014.00)	\$ (150,014.00)	\$ (150,014.00)	\$ (150,014.00)	\$ (150,014.00)	\$ (150,014.00)	\$ (149,014.00)	\$ (1,783,058.54)	\$ -	\$ (1,783,058.54)
Begin Cash Balance (F/B)	\$ -	\$ (73,151.20)	\$ (278,318.54)	\$ (433,332.54)	\$ (583,346.54)	\$ (733,960.54)	\$ (883,974.54)	\$ (1,033,968.54)	\$ (1,184,002.54)	\$ (1,334,016.54)	\$ (1,484,030.54)	\$ (1,634,044.54)	\$ -	\$ -	\$ -
End Cash Balance (F/B)	\$ (73,151.20)	\$ (278,318.54)	\$ (433,332.54)	\$ (583,346.54)	\$ (733,960.54)	\$ (883,974.54)	\$ (1,033,968.54)	\$ (1,184,002.54)	\$ (1,334,016.54)	\$ (1,484,030.54)	\$ (1,634,044.54)	\$ (1,783,058.54)	\$ (1,783,058.54)	\$ -	\$ (1,783,058.54)

Promise Academy Charter School

Budget Fiscal Year 2012-2013

FORM 11 DASH FLOW

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Promise Academy

PROGRAM OR FUNCTION: _____

FISCAL YEAR: 2014- 2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	Administrator	FTE	2	\$86,000.00	\$172,000.00
	Classroom Teachers	FTE	16	\$75,000.00	\$1,200,000.00
	Special Education Specialist Teachers	FTE	1	\$75,000.00	\$75,000.00
		PTE	4	\$37,500.00	\$150,000.00
	Custodian	FTE	1	\$40,320.00	\$40,320.00
	First Aide Safety Assistant	FTE	1	\$15,795.00	\$15,795.00
		FTE	1	\$56,000.00	\$56,000.00
	Office Manager	FTE	1	\$56,000.00	\$56,000.00
	** Parent/Student Advocate	FTE	1	\$62,000.00	\$62,000.00
	Food Service	PTE	1	\$9,720.00	\$9,720.00
<p>2 administrators - One administrator will serve a dual purpose: administrator as well as Financial Operations Officer which will work on securing funds to ensure the school remains financially solvent. 16 teachers - 4 at Kindergarten 4 at 1st grade, 4 at 2nd grade, and 4 at 3rd grade. There will be 4 part-time specialist (Art, Music, Library, and PE) 1 custodian, 1 First Aide Safety Assistant, 1 Office Manager, 1 Parent Student Advocate (will be determined based on funding). We anticipate employing one (1) Food Service position to distribute student lunches.</p>					
TOTAL					\$1,780,835.00
200	BENEFITS				\$712,334.00
					\$0.00
<p>We have contacted an insurance company (WesTek Insurance). They are unable to give us an estimate as of yet. For now we are calculating benefits to be 40% of salaries. Once we have specific information we will adjust the budget.</p>					
TOTAL					\$712,334.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Promise Academy

PROGRAM OR FUNCTION: _____

FISCAL YEAR: 2014- 2015

300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	Professional Development will be provided by the school's administration. Our technology will be purchased in the initial year, therefore we will have warranties.				
				TOTAL	\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Promise Academy

PROGRAM OR FUNCTION: _____

FISCAL YEAR: 2014- 2015

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
<p>We are applying for a Subsection 7 since we have not found a school building as of yet. We have spoken to an insurance company (WesTek Insurance) regarding insurance. They will give us an estimate once we secure a building.</p>					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
		AIMSweb		6.00 per student	\$1,728.00
		WIDA			\$7,200.00
		Woodcock Munoz Language Assessment Test Records (25 pack)			\$226.00
		IPT Assessment			\$215.00
		Contracted Services			\$5,150.00
NARRATIVE					
<p>AIMSweb: We will be purchasing AIMSweb for our assessments and progress monitoring. The cost is 6.00 per student. In our 2nd year we will have a projection of 288 students. WIDA will be used as our Annual assessment for our second language learners. We have contacted the publishers for a cost. They are unable to give us a price since the contract is not finalized. The company estimated it would be approximately \$25.00/student for 288 students. Woodcock Munoz Language Assessment (CALPS): For all students. This test will be administered at the end of the year for all students. New students will also be assessed at the beginning of year. This assessment will also be used for our Special Education students. IPT (BICS): All students will be given the IPT assessment at the beginning of the year for the students' initial year. After the initial year we will administer at end of year. This assessment will also be used for our Special Education students.</p> <p>Contracted Services: We will contract out for psychologist, speech, nurse, and OT/PT services. With a projected student enrollment of 288 students we estimate approximately 28 special education students (10%). With that in mind we will contract: psychologist 20 hours/month @ 50.00/hr; Speech - 40 hours per month @ 50.00/hr; Nurse - 25 hours/month and OT/PT 2</p>					

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Promise Academy

PROGRAM OR FUNCTION: _____

FISCAL YEAR: 2014- 2015

	40 hours per month @ 50.00/hr, nurse - 25 hours/month and 0.7710 hours/month @ 50.00/hr. Contracting services total 62 hours @ 50.00/hr.				
				TOTAL	\$14,519.00
600	SUPPLIES				\$27,823.00
	Special Education Materials			\$1,000.00	\$1,000.00
	Supplies: Student desk/chair: 16,451.50, Classroom supplies: 6,450.50 School Supply Room: 2,462.00, Misc 2,459.00 Special Education Materials: Adaptive materials so Special Education				
				TOTAL	\$28,823.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Promise Academy

PROGRAM OR FUNCTION: _____

FISCAL YEAR: 2014- 2015

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$2,536,511.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$2,536,511.00

JAMES W. GUTHRIE
Superintendent of Public Instruction

STATE OF NEVADA

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway
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RORIE FITZPATRICK
Deputy Superintendent
Instructional, Research and Evaluative
Services



DEBORAH H. CUNNINGHAM
Deputy Superintendent
Administrative and Fiscal Services

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

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

Charter School Budget

Promise Academy Charter School herewith submits the TENTATIVE or FINAL or AMENDED FINAL budget for the fiscal year ending June 30, 2013

This budget contains 1 governmental fund types with estimated expenditures of \$ 1,000,000 and _____ proprietary funds with estimated expenses of \$ _____.

Per NAC 387.730:

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

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

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Print Name of Governing Board President)

(Signature of Governing Board President)

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

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/11	WEIGHTED ACTUAL YEAR ENDING 06/30/12	WEIGHTED ESTIMATED YEAR ENDING 06/30/13
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0	x .6 = 0.0	x .6 = 0.0
2. Kindergarten	72 x .6 = 43.2	72 x .6 = 43.2	72 x .6 = 43.2
3. Elementary	144	216	288
4. Secondary			
5. Ungraded			
6. Subtotal	187.2	259.2	331.2
7. Students transported into Nevada from out-of-state			
8. Students transported to another state			
9. Total WEIGHTED enrollment	187.2	259.2	331.2
10. Hold Harmless			

11 Basic support per pupil amount, Year Ending 06/30/13 5,257

School District	2012-2013		Subtotal	Use rates below:	Reference amounts for #12 Estimate: "Outside Revenue"
	Rate revised 4/25/12	WEIGHTED 2012-2013 Enrollment			
Carson City	\$ 6,109	0.0	\$0		\$ 1,110
Churchill	\$ 6,152	0.0	\$0		\$ 1,070
Clark	\$ 5,257	331.2	\$1,741,118		\$ 1,030
Douglas	\$ 5,314	0.0	\$0		\$ 2,371
Elko	\$ 6,364	0.0	\$0		\$ 1,059
Esmeralda	\$ 17,932	0.0	\$0		\$ 6,421
Eureka	\$ 100	0.0	\$0		\$ 42,104
Humboldt	\$ 5,540	0.0	\$0		\$ 1,706
Lander	\$ 100	0.0	\$0		\$ 9,861
Lincoln	\$ 9,906	0.0	\$0		\$ 1,217
Lyon	\$ 6,718	0.0	\$0		\$ 918
Mineral	\$ 8,463	0.0	\$0		\$ 1,458
Nye	\$ 6,652	0.0	\$0		\$ 1,290
Pershing	\$ 8,838	0.0	\$0		\$ 1,844
Storey	\$ 7,069	0.0	\$0		\$ 6,459
Washoe	\$ 5,295	0.0	\$0		\$ 1,150
White Pine	\$ 6,648	0.0	\$0		\$ 1,824
Multidistrict		331.2	\$1,741,118	5,257	

12. Estimated "Outside Revenue" (Supplemental Support) per pupil
This is the per pupil share of local taxes, etc. from the district.

13. Total basic support for enrollee including outside revenue Total Weighted-#9 \$ 1,741,118.40 Hold Harmless-#10 \$ -

14. Estimated number of special education program units - (Should be 0 or 1 maximum - see prior year allotment)
X 39,768 amount per unit \$0

15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14) Total Weighted \$ 1,741,118.40 Hold Harmless \$ -

Fiscal Year 2012-2013 Charter School Promise Academy Charter School

Form 3	(1)	(2)	(3)	(4)	(4)
Promise Academy Charter School REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 06/30/13		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	0	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)					
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

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

REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED	BUDGET YEAR ENDING 01/00/00		
		CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
	(1)	(2)	(3)	(4)	(4)
OTHER RESOURCES AND FUND BALANCE	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 01/00/00		
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers in					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	0	0	0

Promise Academy Charter School Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED
100 REGULAR PROGRAMS				
1000 Instruction				
100 Salaries		1,222,000	1,522,000	
200 Benefits		488,800	608,800	
300/400/500 Purchased Services		1,296	1,728	
600 Supplies		153,657	27,823	
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries		174,115	174,115	
200 Benefits		69,646	69,646	
300/400/500 Purchased Services				
600 Supplies		125,460	1,000	
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	2,234,974	2,405,112	0
140 Summer School for Reg Programs				
1000 Instruction				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2100-2600, 2900 Other Support Services				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2700 Student Transportation				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
140 TOTAL Summer School - Reg Prog	0	0	0	0

Promise Academy Charter School

Budget Fis

Form 4 Expenditures

Promise Academy Charter School PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING C		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED		FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries		75,000	75,000		
200 Benefits		30,000	30,000		
300/400/500 Purchased Services		3,100	5,150		
600 Supplies		1,000	1,000		
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	0				
200 Benefits	0				
300/400/500 Purchased Services	0				
600 Supplies	0				
700 Property	0				
800 Other	0				
200 SPECIAL PROGRAMS	0	109,100	111,150		0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries	0				
200 Benefits	0				
300/400/500 Purchased Services	0				
600 Supplies	0				
700 Property	0				
800 Other	0				
2100-2600, 2900 Other Support Services					
100 Salaries	0				
200 Benefits	0				
300/400/500 Purchased Services	0				
600 Supplies	0				
700 Property	0				
800 Other	0				
2700 Student Transportation					
100 Salaries	0				
200 Benefits	0				
300/400/500 Purchased Services	0				
600 Supplies	0				
700 Property	0				
800 Other	0				
240 TOTAL Summer School - Spec Prog	0	0	0		0

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING C		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED		FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries	0				
200 Benefits	0				
300/400/500 Purchased Services	0				
600 Supplies	0				
700 Property	0				
800 Other	0				
2100-2600, 2900 Other Support Services					
100 Salaries	0				
200 Benefits	0				
300/400/500 Purchased Services	0				
600 Supplies	0				
700 Property	0				
800 Other	0				
2700 Student Transportation					
100 Salaries	0				
200 Benefits	0				
300/400/500 Purchased Services	0				
600 Supplies	0				
700 Property	0				
800 Other	0				
270 TOTAL Gifted & Talented Programs	0	0	0		0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries	0				
200 Benefits	0				
300/400/500 Purchased Services	0				
600 Supplies	0				
700 Property	0				
800 Other	0				
2100-2600, 2900 Other Support Services					
100 Salaries	0				
200 Benefits	0				
300/400/500 Purchased Services	0				
600 Supplies	0				
700 Property	0				
800 Other	0				
2700 Student Transportation					
100 Salaries	0				
200 Benefits	0				
300/400/500 Purchased Services	0				
600 Supplies	0				
700 Property	0				
800 Other	0				
300 Total Vocational & Technical Prog	0	0	0		0

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING C	
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED
340 Summer School for Voc & Tech				
1000 Instruction				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2100-2600, 2900 Other Support Services				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2700 Student Transportation				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
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

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING C	
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED
440 Summer School for Other Inst Prog				
1000 Instruction				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2100-2600, 2900 Other Support Services				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2700 Student Transportation				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
440 Total English - Summer School for Other Ins	0	0	0	0
490 Other Instructional Programs				
1000 Instruction				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2100-2600, 2900 Other Support Services				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2700 Student Transportation				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
490 Total Other Instructional Programs	0	0	0	0

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING C	
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED
800 Community Services Programs				
1000 Instruction				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2100-2600, 2900 Other Support Services				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2700 Student Transportation				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
800 Total Community Services Programs	0	0	0	0
900 Co-curricular & Extra-Curricular				
1000 Instruction				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2100-2600, 2900 Other Support Services				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2700 Student Transportation				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
900 Co-curricular & Extra-Curricular	0	0	0	0

Promise Academy Charter School

Budget Fls

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	BUDGET YEAR ENDING C FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES				
2100 Support Services-Students				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2100 SUBTOTAL	0	0	0	0
2200 Support Services-Instruction				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2200 SUBTOTAL	0	0	0	0
2300 Support Services-Gen Admin				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2300 SUBTOTAL	0	0	0	0
2400 Support Serv-School Admin				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2400 SUBTOTAL	0	0	0	0
2500 Central Services				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2500 SUBTOTAL	0	0	0	0

Promise Academy Charter School

Budget Fis

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED
2600 Operating/Maintenance Plant Service				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2600 SUBTOTAL	0	0	0	0
2700 Student Transportation				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2700 SUBTOTAL	0	0	0	0
2900 Other Support (All Objects)				
100 Salaries	0			
200 Benefits	0			
300/400/500 Purchased Services	0			
600 Supplies	0			
700 Property	0			
800 Other	0			
2900 SUBTOTAL	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0
3100 Food Service				
100 Salaries		9,720	9,720	
200 Benefits		3,888	3,888	
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
3100 TOTAL FOOD SERVICES	0	13,608	13,608	0

Promise Academy Charter School

Budget Fis

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR TENTATIVE APPROVED	BUDGET YEAR FINAL APPROVED
4100 Land Acqulsition				
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
4600 Site Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4600 SUBTOTAL	0	0	0	0

Form 4 Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) BUDGET YEAR ENDING C	
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED
4700 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4700 SUBTOTAL	0	0	0	0
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	13,608	13,608	0

TOTAL ALL EXPENDITURES	0	2,357,682	2,529,870	0
6300	XXXXXXXXXXXXXXXX			
Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXX XXXXXXXXXXXX			
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	2,357,682	2,529,870	0

CHECKS:	Contingency cannot exceed:	XXXXXXXX	70,730	75,896	0
	Calculated Total Ending Fund Balance:	0	(2,357,682)	(2,529,870)	0

Promise Academy Charter School

Budget Fis

Form 4 Expenditures

ical Year 2012-2013

6/21/2012

(5)
6/30/13
AMENDED
FINAL
APPROVED
0
0
0
0
0

.cal Year 2012-2013

6/21/2012

	0
	0
	0
	0
	0

ical Year 2012-2013

6/21/2012

TENTATIVE BUDGET 2012-2013		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	1,696,115	678,446	30,551	2,405,112
200	Special	75,000	30,000	6,150	111,150
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		1,771,115	708,446	36,701	2,516,262
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	9,720	3,888	0	13,608
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		9,720	3,888	0	13,608
TOTAL ALL FUNDS TENTATIVE		1,780,835	712,334	36,701	2,529,870
FINAL BUDGET 2012-2013		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	0

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

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 5 Exp Summary

Page 2 of 2

6/21/2012

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

Promise Academy Charter School

REPORT FOR ALL FUNDS		2012-2013	FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
REVENUES	Revenue CODES		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
Nevada Individuals	1310/1410		1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind
Nevada School Districts	1321/1421		1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	1431 Out-of-state SD
Out-of-state Individuals	1310/1410					
Out-of-State School Districts	1331/1431					
			\$0	\$0	\$0	\$0

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

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Promise Academy Charter School

CASH FLOW STATEMENT

2012-2013	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct															
Donations															
Federal Grant A															
	\$ 104,653.00	\$ 104,653.00	\$ 129,653.00	\$ 129,653.00	\$ 129,653.00	\$ 129,653.00	\$ 129,653.00	\$ 129,653.00	\$ 129,653.00	\$ 129,653.00	\$ 129,653.00	\$ 129,653.00	\$ 1,505,836.00		\$ (1,305,636.00)
Salaries & Benefits	\$ 41,861.00	\$ 41,861.00	\$ 51,861.00	\$ 51,861.00	\$ 51,861.00	\$ 51,861.00	\$ 51,861.00	\$ 51,861.00	\$ 51,861.00	\$ 51,861.00	\$ 51,861.00	\$ 51,861.00	\$ 607,332.00		\$ (607,332.00)
Total Salaries & Ben	\$ 146,514.00	\$ 146,514.00	\$ 181,514.00	\$ 181,514.00	\$ 181,514.00	\$ 181,514.00	\$ 181,514.00	\$ 181,514.00	\$ 181,514.00	\$ 181,514.00	\$ 181,514.00	\$ 181,514.00	\$ 2,108,168.00		\$ (2,108,168.00)
Operating															
Supplies	28,564	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	67,064.00		\$ (67,064.00)
Rent															
Utilities															
Contracts															
Textbooks	11,332.00												11,332.00		\$ (11,332.00)
Equipment															
Total Expenses	\$ 166,410.00	\$ 150,014.00	\$ 185,014.00	\$ 185,014.00	\$ 185,014.00	\$ 185,014.00	\$ 185,014.00	\$ 185,014.00	\$ 185,014.00	\$ 185,014.00	\$ 185,014.00	\$ 185,014.00	\$ 2,186,564.00		\$ (2,186,564.00)
Total Expenses Y-T-D	\$ 166,410.00	\$ 336,424.00	\$ 521,438.00	\$ 706,452.00	\$ 891,466.00	\$ 1,076,480.00	\$ 1,261,494.00	\$ 1,446,508.00	\$ 1,631,522.00	\$ 1,816,536.00	\$ 2,001,550.00	\$ 2,186,564.00	\$ 2,186,564.00		\$ (2,186,564.00)
Percent of Budget		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

Projected Cash Balance Statement

Net change in Cash (FB)	\$ (166,410.00)	\$ (150,014.00)	\$ (185,014.00)	\$ (185,014.00)	\$ (185,014.00)	\$ (185,014.00)	\$ (185,014.00)	\$ (185,014.00)	\$ (185,014.00)	\$ (185,014.00)	\$ (185,014.00)	\$ (185,014.00)	\$ (2,186,564.00)		\$ (2,186,564.00)
Begin Cash Balance(FB)	\$ -	\$ (166,410.00)	\$ (336,424.00)	\$ (521,438.00)	\$ (706,452.00)	\$ (891,466.00)	\$ (1,076,480.00)	\$ (1,261,494.00)	\$ (1,446,508.00)	\$ (1,631,522.00)	\$ (1,816,536.00)	\$ (2,001,550.00)	\$ (2,186,564.00)		\$ -
End Cash Balance (FB)	\$ (166,410.00)	\$ (336,424.00)	\$ (521,438.00)	\$ (706,452.00)	\$ (891,466.00)	\$ (1,076,480.00)	\$ (1,261,494.00)	\$ (1,446,508.00)	\$ (1,631,522.00)	\$ (1,816,536.00)	\$ (2,001,550.00)	\$ (2,186,564.00)	\$ (2,186,564.00)		\$ (2,186,564.00)

Promise Academy Charter School

Budget Fiscal Year 2012-2013

FORM 11 CASH FLOW

C.2: Financial Management

Promise Academy Narrative

8/31/2012

Narrative C.2.1

At this time, Promise Academy does not know the position title/name of individual at the school, name of accounting firm, or contact person who will be handling the school's financial liability.

Narrative C.2.2

If the operation of the Charter School is terminated for any reason, the Governing Body shall provide written notice of the closure to the Department of Education, the sponsor of the Charter School, the employees of the Charter School, the parent or legal guardian of each pupil enrolled in the Charter School, and to the board of Trustees of each school district in which a pupil enrolled in the Charter School resides. The notice of closer will meet the timing and content requirements as specified in NAC 386.335.

All reports of the Charter School records made to the Department of Education and to the sponsor will be in accordance with NAC 386.335. The school shall forward the permanent record of each pupil enrolled in the school to the office of pupil records of the school district in which the pupil resides, pursuant to NAC 386.360. All remaining restricted assets will be returned to their source, such as grant money and money contained in restricted categorical funds. The Charter School will ensure that is outstanding obligations are settled after closure of the school, including, without limitation, unemployment compensation, employee benefits, resolution of the lease agreement for the school, if applicable at the time, and final balances for utilities and other costs. (NAC 386.355)

A current or written inventory of the equipment, supplies and textbooks must be kept that identifies the source of money used to purchase each item, the name of the entity that donated the item or the owner of the item, as applicable. All equipment and supplies purchased with monies received from the sponsor, the State of Nevada or the Federal Government must remain on the premises of the school, unless otherwise directed by the sponsor, the State or the Federal Government, as applicable. All other equipment and supplies purchased or obtained from sources other than the sponsor, the State or the Federal Government may be removed from the premises of the school, subject to any applicable conditions, terms and limitations imposed upon a grant or donation used to purchase the equipment and supplies, if applicable. (NAC 386.342)

A physical inspection of the Charter School will be conducted by the sponsor to confirm that all equipment, supplies and textbooks as identified in the school inventory are on the premises of the school. The Governing Body shall ensure that all unencumbered monies received from the State of Nevada are returned to the Department of Education and placed in an escrow account for the purpose of satisfying any outstanding obligations of the school. After one year, the remaining monies will be transferred to the State Distributive School Account as prescribed in the statute. (NAC 386.335)

Narrative C.2.3

At this time, Promise Academy does not know audit firm that will be used.

Narrative C.2.4

At this time, Promise Academy does not know the name of the local bank we will use.

Narrative C.2.5

Promise Academy will not charge tuition or fees for participation in the regular education program for which DSA funds or other state or federal funds are received.

- Charges typical of public schools:
 - Parents may be asked to donate classroom or school supplies.
 - Parents may be asked to cover the costs of field trips and special projects. Promise Academy will make every effort to help defray these costs by utilizing fundraisers if possible.
- Charges unique to the Charter School:
 - All families will be asked to provide a computer, with internet access in their homes, however, it is not required.

Narrative C.2.6

At this time, Promise Academy does not know who will be designated to draw all orders for the payment of money belonging to the charter school. However, we plan for it to be the Office Manager and at least one Administrator.

Narrative C.2.7

Promise Academy estimates that it will be necessary to enroll a minimum of 54 in order to maintain financial viability. The financial viability of the school with the minimum enrollment of 54 students is evidenced in the C.1.6 Narrative.

The school is prepared to adhere to the generally accepted accounting practices and the Charter School Budget and Finance Regulation (NAC 387.600-397.780). The school

staff will be required to adhere to the budget and will support strong fiscal controls and reporting. The school will aggressively apply for grants during the first several years as part of our financial plan going forward.



C.3: Facilities

Promise Academy Narrative

8/31/2012

Narrative C.3.1

At this time, Promise Academy has applied for a "Subsection 7 Charter" therefore; we do not have a location for the school.



C.3: Facilities

Promise Academy Attachments

8/31/2012

Attachment C.3.2

Letter for insurance- estimate of premium / cost of insurance

Attachment C.3.3

Inspection document

Attachment C.3.4

OSHA document

C.4: Transportation, Health Services and Emergency Services

Promise Academy Narrative

8/31/2012

Narrative C.4.1

Promise Academy will not provide any transportation to or from school for any students who are enrolled.

Narrative C.4.2

Promise Academy will employ a First Aide Safety Assistant (FASA) full time to be at the school during the hours of operation. This person will be in charge of daily care and health related issues of students, administering medications if necessary, organizing and maintaining student health records, and when needed assist with organizing vision, hearing and dental screenings. We will make contracts with a Nurse, School Psychologist, and Speech Therapist to perform any necessary assessments such as vision, hearing, scoliosis, and Special Education services.

Narrative C.4.3

When parents/guardians register, they will have to provide the school with their child(ren)'s immunization records. It will be the FASA's responsibility to look over these records to ensure that the shots are up to date. The FASA will notify any parent if a student's immunization is not up to date, according to NAC 386.170(2)(b). Promise Academy will maintain a copy of each student's immunization record within the FASA's office.

C.4: Transportation, Health Services and Emergency Services

Promise Academy Attachments

8/31/2012

Promise Academy will make contact with the local fire department to have a practice fire drill once a month during the time school is in session. Every individual on the premises shall vacate the building during the fire drill. For more detailed information, see Attachment C.4.5 regarding Fire Drills.

PROMISE ACADEMY EMERGENCY ACTION PLAN

Security, Safety, and Emergency Plans are in effect at Promise Academy to:

1. Protect students, staff and the faculty from outsiders who do not belong on the campus.
2. Prevent needless accidents and to reduce substantially the frequency and severity of injuries at all levels.
3. Provide an organizational structure for managing resources used to minimize loss from disaster or peril and to provide general procedures for protecting the welfare of students, staff and citizens during an emergency.

These procedures do not cover every condition that might develop, and it may not always be possible to follow every procedural step. Often the situation only provides an opportunity for instinctive actions.

The following areas are addressed in this section:

- Bomb Threat (pages 2-3)
- Chemical Spills / Explosions (page 4)
- Civil Unrest / Disturbance (page 5)
- Earthquake / Tornado (page 6)
- Fire Drill (Evacuation Procedures, Alternate Routes, Map) (pages 7-8)
- Lockdown (Hard/Soft) (pages 9-10)
- Medical Emergency (page 11)
- Security Plan (page 12)
- Shelter-In-Place Procedures (page 13)
- Student Abduction Procedures (page 14)
- Weapons (page 15)

BOMB THREAT

If a threat is received by telephone, pay close attention to exact wording, speech characteristic, and background noises. If a written threat is received, copy the contents and protect the original message (plastic or other covering) to preserve identifying marks or fingerprints. If a validated threat is received or a suspected item is found in the building, contact the principal.

In the event of a bomb threat or any other situation which may require an emergency evacuation, observe the following procedures:

1. Staff members will be notified with a written message or a runner. Teachers will be given further information as soon as possible. Alarms will not be used since they could trigger a bomb.
2. The school office will immediately call 911 and notify the authorities of the situation.
3. Upon receiving the message, teachers should make a quick inspection of the room for unusual packages or objects and direct students to evacuate the building according to the fire drill procedure, using the primary route for evacuation. Teachers will bring their crisis bags and account for all students.
4. If any unusual packages or objects were noted by any staff member, the administration should be notified immediately.
5. The teacher is responsible for the students in his/her charge. If any student is missing, administration should be informed immediately.
6. As soon as the announcement to evacuate is made, administration on duty will ensure that the building has been evacuated.
7. Administration will be the official spokesperson throughout the emergency. Any requests from parents or media must be referred to administration.

If at any time a suspicious object is observed:

1. Do not handle the object.
2. Do not open drawers or cabinets, turn on lights, or activate any alarm system.
3. Notify administration immediately.
4. Evacuate the immediate area.
5. Wait for emergency personnel.

Administration and office staff will:

1. Contact 911
2. Take control of the site activities until arrival of fire-police units.
3. Decide whether to conduct a search, using site personnel.
4. Decide whether to evacuate during a search.
5. Conduct further actions if a bomb or suspected device is not found.

6. Move students to nearest safe location away from the hazardous event.
7. School personnel will inspect facilities for re-occupancy clearance.

CHEMICAL SPILL / EXPLOSION

During use, processing, or transporting of chemical and other hazardous materials, accidents may occur that will expose people to the dangers of contaminants. Determination will have to be made as to the location and magnitude of the incident by administration deciding a course of action, either evacuation or Shelter-In-Place. Warning of hazardous materials is usually received from public safety officials. These include the local fire department, law enforcement agencies, and/or the local Emergency Management Agency. In a rare situation, the incident may occur close to or on facility property and personnel at the facility must spot the indicators of an incident and relay the warning to appropriate agencies.

- For small spills/emissions affecting only one or two rooms, isolate the areas (close doors prevent entry) then contact the office.
- If necessary the office will do the following:
 - Contact the local fire department
 - Evaluate possibility of activating Shelter-In-Place or evacuation
- If evacuation is necessary:
 - The appropriate signal or alarm should be activated. If fire alarm is used, verification of situation should be made with fire department.
 - Move students to nearest safe location away from the hazardous event.
 - Caution should be taken to maintain a safe upwind position away from the source.
 - Emergency personnel will inspect the facilities for re-occupancy clearance.

CIVIL UNREST – DISTURBANCE

Civil unrest is defined as a state of open, hostile conflict. The unrest normally manifests itself in the form of unprovoked attacks on public entities (schools, businesses, homes, busses etc.)

The office will:

1. Contact Emergency personnel at 911.
2. Initiate classroom lockdown procedures.
3. Remain locked down until the all clear sign is given.

If the school is not in immediate danger the office will:

1. Monitor commercial and public radio / television.
2. Conduct business as usual.

EARTHQUAKE / TORNADO

The State of Nevada is in an area of possible earthquakes. The teachers are responsible for the students in their classroom at the time of the drill. Teachers should also be aware of procedures if the drill occurs while children are outside or not in the classroom. All students should be taught the following:

- Duck – Students should duck down or drop to the floor or ground.
- Cover – Students should take cover under a desk, table or other furniture. If that is not possible students should seek cover against an interior wall and protect heads with arms and hands. Avoid danger spots near windows, hanging objects, mirrors, or tall furniture.
- Hold – Students should be directed, if under furniture, to hold on to it and be prepared to move with it. Hold the position until the ground stops shaking and the all-clear is given.

FIRE DRILLS

Promise Academy will have a practice fire drill once a month during the time school is in session. Every individual on the premises shall vacate the building during the fire drill.

Before Emergency

1. Custodial staff and/or administration shall be aware of all fire hazards, including the following:
 - a. Empty flammable containers
 - b. Flammable fluid storage
 - c. Closed storage areas
 - d. Other housekeeping procedures which may cause fire hazards
2. All buildings are provided with adequate fire extinguishers as prescribed by the fire department.
3. Administration will provide for the posting in each classroom of notices indicating the location of fire escapes and/or evacuation routes and the assembly area. These plans will be done in coordination with the fire department.
4. Administrator, when requesting modifications to the building, will make sure all doors, both exterior and interior open out and are operable from the outside.
5. Each teacher will know where the closest fire alarm and extinguisher are located in proximity to his/her classroom.

During Emergency

1. Administration / office staff will call 911 for emergency.
2. Teachers will close all doors and windows as students are leaving the classroom.
3. Teachers will ensure all students are out of the room and take their emergency bag with them.
4. Classroom doors are to be locked indicating you swept the classroom and it is clear.
5. Classes will go to their designated assembly area, and:
 - a. Roll call will be taken to ensure all students present
 - b. Teachers will display:
 - Green card: designating all students accounted for
 - Red card: designating a student is unaccounted for / assistance needed. If red card displayed administration will be notified and administration will set out to find student.

6. All school personnel and students are to remain out of the building until the school is declared safe.

HARD LOCKDOWN

A hard lockdown is an emergency lockdown response to an actual emergency situation within the building or on school grounds. This type of lockdown requires that all staff and students seek as much safety from physical assault. This procedure requires immediate, evasive action on the part of students and staff, and it rapidly enhances the level of security in the building.

If outdoors with a class/large group:

- Independently evacuate quickly to the multi-purpose room.

If indoors with a class:

- Lock the doors.
- Move students to a secure location behind a locked door.
- Teacher take roll.
- Call office immediately if a student is unaccounted for or if an intruder is at your door.
- Turn lights off.
- Cover windows if possible
- Students should duck and cover.
- Ensure care for those students with special needs.
- Students remain calm and silent.
- **Do not open the door for anyone.**
- **Remain in place if the fire alarm rings.** Evacuation will be signaled only by administration announcement.
- Refer all media inquiries to administration.

If on your prep without a class:

- Report to the main office to assist.

SOFT LOCKDOWN

A soft lockdown occurs when an outside event or actual threat near the building requires security action to take place but instruction continues as normal. All exterior doors and main interior doors are locked.

1. If outdoors immediately go indoors.
2. Lock all doors.
3. Teacher takes roll.
4. Call office immediately if a student is unaccounted for or if an intruder is at your door.
5. Do not open doors. Administration has keys if entry is needed.

6. Student movement outside of classroom can only occur with adult supervision.
7. Classroom instruction continues as normal.
8. Ensure care of students with special needs.
9. Alert administration of any unusual or suspicious activity.
10. Refer all media inquiries to administration.

MEDICAL EMERGENCY

In the case of serious injury or illness, all staff should observe the following procedures:

1. Keep calm and stay with the injured until assistance arrives.
2. A staff member should administer first aid.
3. Do not move the person except to prevent further injury.
4. Send word to the school office immediately via runner. Call 911 if needed. An appropriate staff member will accompany the injured to the hospital. Take emergency information along.
5. Assign someone to protect others from existing dangers.
6. Administration or office staff will notify parents or legal guardian.

SECURITY PLAN

We can no longer assume that disasters will not occur in our schools. It is important to consider the 'what ifs' of security and to make preparations with the assumption that the worst might happen. Thinking the unthinkable and preparing for it might save lives and property. Planning from insight is much easier than planning from hindsight. Good security is a positive approach to a negative problem. It is a cooperative function requiring a full commitment on the part of everyone in the school and community. In order for a plan to be effective, the following components must be in place:

1. **Command Center:** In the event of an emergency/crisis the front office will serve as the command center. Information, directions, and strategies will be disseminated from this point. If the site needs to be evacuated, the administrators have a cell phone for communication.
2. **School Security Response Team:** The school Security Response Team consists of:
 - Administration – staff supervision
 - Teachers – student supervision
 - Office Staff – calling appropriate people
3. **Emergency Security Procedures / Lockdown (Hard & Soft)** – In the event of a security emergency, it may become necessary for you to secure your classrooms. The office will announce when a lockdown is necessary.
 - Teachers should:
 - Lock all doors to your classroom.
 - Do not release students for any reason.
 - Do not open your door(s) to anyone requesting entry. Administrators will have keys.
 - Do not call the office unless the intruder is at your door.
 - Move students away from door, if needed.
 - When administration announces the end of the lockdown, unlock your doors and proceed as normal.
4. **Evacuation of building:** If an evacuation of the building is necessary the school will have two predetermined locations within walking distance to take students for safety purposes.

SHELTER-IN-PLACE

After determination that a toxic, unknown, or flammable gas is present outside the facility or after instructions from the local fire department, then the office will announce Shelter-In-Place.

1. If outside immediately go indoors.
2. All classroom doors will be locked and sealed with designated tape.
3. Teacher will take attendance.
4. Students will remain with teacher during the Shelter-In-Place.
5. Any student not in a classroom when Shelter-In-Place is occurring should go/ be sent to the office (classroom doors are not to be opened to allow these students in). The office will notify the student's classroom of their location.
6. Student movement outside of classroom can only occur with adult supervision.
7. Continue instruction as usual or to the best of your ability.
8. The procedures will be in force until an 'all clear' has been announced.
9. Refer all media inquiries to administration.

STUDENT ABDUCTION/MISSING STUDENT

If you suspect or have knowledge that a student has been abducted, the teacher should notify the office immediately that the student is missing and remain with his/her class.

The office will:

1. Document all interventions (time, date, persons contacted, etc.).
2. Administration will investigate
 - Obtain a good description of the student including clothing
 - Obtain a photograph of the student if possible.
 - Have demographic information
 - Interview peers and staff
3. Notify the parent of the student (if parent is not the notifying individual).
4. Notify city police department, contact listed emergency contacts, canvas neighborhood.

WEAPONS

Weapons are defined as firearms, including but not limited to pistols, rifles, zip guns, shot guns, BB guns, explosive propellant, or destructive devices – whether operable or inoperable, loaded or unloaded – knives, including but not limited to switch blades, pen knives, hunting knives, and similar objects. Other weapons including but not limited to razor blades, ice picks, dirks, or other sharp instruments, brass knuckles, pipes, Chinese stars, explosive inflammable materials, and any other items that may cause bodily injury or death. All weapons, whether or not listed herein, are similarly prohibited. The use of any normal non-dangerous implement, such as a stone, table fork, board, baseball bat as a weapon, shall come under the provision of this section.

Remember: Anything has the potential to be a weapon

If you suspect the existence of a weapon notify administration immediately. Administration will investigate.

Promise Academy will not provide transportation therefore, we will not be submitting any policies/procedures.

At this time, Promise Academy does not know who we will be using for various contracted health services.

Committee to Form Members:

Dorothy M. Heenan

1774 Baja Ln

Henderson, NV 89012

Dorothy has served in the banking industry for well over 30 years. She brings her expertise and knowledge of managing money, overseeing several accounts, and financial planning to this committee.

Nicole M. Martin

1073 Adams Run Ct.

Henderson, NV 89202

Nicole holds a current Nevada teaching license and has a vested interest in Special Education. She has served as a Special Education teacher in several schools in the Clark County School District.

Patricia Moyer

2210 Summerwind Circle

Henderson, NV 89052-2321

Patricia has served in many capacities over her employment years in Nevada. Mainly she has worked in the human resources division and provided support to other city divisions. She brings her experience of working with a wide variety of people and networking to this committee.

Katie Pellegrino

11180 Varedo Ct.

Las Vegas, NV 89141

Katie holds a current Nevada teaching license and has a vested interest in Literacy and Language Arts. She has served as a classroom teacher and a Literacy Specialist in several schools in the Clark County School District. In addition, she has an Administrator degree.

Amy B. Zeiders

1948 Windfall Ave.

Henderson, NV 89012

Amy holds a current Nevada teaching license and has a vested interest in second language students. She has served as a classroom teacher and an English Language Learner Specialist in the Clark County School District.

At this time, we do not have a parent or legal guardian of the proposed charter school on our Committee to form because we do not know the location of the school to enlist anyone in that area. However, we do want to have parents or legal guardians serve on our Governing Body and attend Board meetings as well.

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Promise Academy

PROGRAM OR FUNCTION: General Fund

FISCAL YEAR: Pre-Opening

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE There will be no salaries during this time				
				TOTAL	\$0.00
200	BENEFITS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE There will be no benefits during this time				
				TOTAL	\$0.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES Legal Services				\$0.00
					\$0.00
			1	\$70.00	\$70.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE We paid Vince Ginn to review the By-Laws and our contractual agreement for Contracted services. All expenses were paid for by the CTF members. We are considering these as personal donations and will not be reimbursing the CTF members for these out of pocket expenses.				
				TOTAL	\$70.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Promise Academy

PROGRAM OR FUNCTION: General Fund

FISCAL YEAR: Pre-Opening

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE There will be no purchased services during this time				
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES Mailing of application			1	\$35.00
					\$0.00
					\$5.00
					\$0.00
					\$0.00
	NARRATIVE Cost to make 5 copies of charter application. Cost for mailing package of binders for charter application as certified mail. All expenses were paid for by the CTF members. We are considering these as personal donations and will not be reimbursing the CTF members for these out of pocket expenses.				
				TOTAL	\$5.00
600	SUPPLIES Binders Paper Ink			5	\$18.00
				1	\$30.00
				1	\$70.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE Binders, paper and ink were purchased to make multiple copies of the charter application. All expenses were paid for by the CTF members. We are considering these as personal donations and will not be reimbursing the CTF members for these out of pocket expenses.				
				TOTAL	\$190.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Promise Academy

PROGRAM OR FUNCTION: General Fund

FISCAL YEAR: Pre-Opening

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
N/A					
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$265.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
N/A					
				TOTAL	\$0.00
GRAND TOTAL					\$265.00

CHARTER SCHOOL BUDGET INSTRUCTIONS

Per NAC 387.730:

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

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

The preferred method of submitting the Tentative and Final budgets to the NDE, is electronically.

The signed cover page (Form 1) for the final budget, can be scanned and sent electronically, faxed, or mailed.

FORM 1 COVER PAGE

- 1 Enter the name of the charter school in "Charter School - fill in the name of your school".
- 2 Enter the number of governmental fund types. You will most likely have one (General Fund) or two (also Special Education).
- 3 Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 10.
- 4 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 10.
- 5 Fill in the certification information on the lower left side of the page, prior to submitting the tentative budget.
- 6 Fill in the "Scheduled Public Hearing:" information at the bottom of the page for the tentative budget.
- 7 Fill in the certification information on the lower portion of the page, including the board members, prior to submitting the final budget. The certification needs to be signed by the charter school principal or administrator and all members of the governing board.
- 8 Fill in the actual public hearing information under "Scheduled Public Hearing:" prior to submitting the final budget.

FORM 2 ENROLLMENT-DSA

- 1 Enter data in the yellow cells only.
- 2 Enter the enrollments for both "Actual Year Ending 06/30/XX" (columns D/F & H/J) for categories #1-5, 7-8.
- 3 Enter the enrollments for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
- 4 Enter the Hold Harmless amount in #10. You will be eligible to receive the Hold Harmless enrollments:
 - a. IF: enrollment decreases less than 5%, use highest enrollment of current or prior year.
 - b. IF: enrollment decreases more than 5%, use highest enrollment of current or either of the two prior consecutive years.
 - c. IF: the Charter School is multidistrict, Hold Harmless is based on the TOTAL Statewide enrollment.
 - d. New Charter Schools are not eligible for Hold Harmless.
- 5 Enter the WEIGHTED student enrollments based on School District of residence in #11. If the pupils only reside in one School District, enter the total number of students (WEIGHTED) next to that district. If they reside in more than one district, allocate the enrollment to the correct school districts. The rate for basic support will automatically calculate for you.
- 6 Enter an estimated "Outside Revenue" amount in #12. The prior year amounts are listed at the far right under #11 as a reference point for you.
- 7 #13 will calculate based on the numbers you have provided for #1-12.
- 8 Enter the estimated number of Special Education units. One or two Charter Schools will be awarded one unit, but you are not likely to receive any of these units. Check your awards from the prior year. The Units are legislatively determined to provide supplemental funding for special education staff.

FORM 3 REVENUES

- 1 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 6 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 7 Check that the "TOTAL ALL RESOURCES" amounts are correct.

FORM 4 EXPENDITURES

- 1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited information.
- 2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.
- 3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 7-10, from your audited information. Do not forget to include sponsorship fees.
- 6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 7-10, from your current year estimates. Do not forget to include sponsorship fees.
- 7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 7-10, based on anticipated expenditures for the school year to begin July 1 for the tentative budget. Do not forget to include sponsorship fees.
- 8 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 7-10, based on the approved and adopted budget for the school year to begin July 1 for the final budget. Do not forget to include sponsorship fees.
- 9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 10.
- 10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 10. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.
- 11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. We expect all charter schools to be fiscally responsible. A positive ending balance is required unless prior arrangements have been made, and approved by, the Deputy Superintendent of Administrative and Fiscal Services (NDE) and your sponsor.

FORM 5 EXPENDITURE SUMMARY

- 1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

FORM 6 PROPRIETARY OR ENTERPRISE

- 1 Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.
- 2 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 3 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 4 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 5 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.

- 6 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 7 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 8 Check that the "TOTAL ALL RESOURCES" amounts are correct.
- 9 Fill in the expenditure amounts, per function, in column (1) from your audited information.
- 10 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
- 11 Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 12 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 13 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

FORM 7 INDEBTEDNESS

- 1 Form 7 is only filled out if you currently have or anticipate loans.
- 2 Enter the fund which includes the indebtedness in column (1).
- 3 List each loan in column (1) under the appropriate fund.
- 4 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
- 5 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
- 6 Enter the original amount of the loan (issue) in column (4).
- 7 Enter date of issue in column (5).
- 8 Enter date of final payment in column (6).
- 9 Enter the interest rate of the loan in column (7).
- 10 Enter the outstanding balance at the beginning of the current year in column (8).
- 11 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
- 12 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
- 13 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

FORM 8 - TUITION AND TRANSPORTATION

- 1 FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.
- 2 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue. Enter the amount into the correct row, under column (1).
- 3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
- 4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
- 5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
- 6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
- 7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
- 8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
- 9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.
- 10 Totals will calculate.

FORM 9 FUND TRANSFERS

- 1 FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.
- 2 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
- 3 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
- 4 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
- 5 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
- 6 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.

- 7 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
- 8 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
- 9 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
- 10 The totals will calculate and should balance.

FORM 10 LOBBY EXPENSE

- 1 Form 10 is only filled out if you anticipate lobby expenses.
- 2 Item #1, enter the lobbying activity.
- 3 Item #2, enter the source of the funding.
- 4 Item #3, enter the anticipated costs for transportation.
- 5 Item #4, enter the anticipated costs for lodging and meals.
- 6 Item #5, enter the anticipated costs for salaries and wages.
- 7 Item #6, enter the anticipated costs for compensation to lobbyists.
- 8 Item #7, enter the anticipated costs for entertainment.
- 9 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
- 10 The total anticipated expenditures will calculate.
- 11 Enter the Entity involved in the lobbying effort.

Form 11 CASH FLOW

- 1 Enter basic revenue sources in the left column under "REVENUES, Type:".
- 2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
- 3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget".
The variance will calculate.
- 4 Enter the basic operating (object) categories in the left column
- 5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
- 6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget".
The variance will calculate.
- 7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance (F/B)". The remaining balances will calculate as additional data is entered.

al Education).

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	<u>WEIGHTED ACTUAL YEAR ENDING 06/30/11</u>		<u>WEIGHTED ACTUAL YEAR ENDING 06/30/12</u>		<u>WEIGHTED ESTIMATED YEAR ENDING 06/30/13</u>
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		x .6 = 0.0
3. Elementary					
4. Secondary					
5. Ungraded					
6. Subtotal	0.0		0.0		0.0
7. Students transported into Nevada from out-of-state					
8. Students transported to another state					
9. Total WEIGHTED enrollment	0.0		0.0		0.0
10. Hold Harmless					

11. Basic support per pupil amount, Year Ending 06/30/13		<u>#DIV/0!</u>			
Fill in information for each district:	2012-2013	WEIGHTED 2012-2013		Use rates below:	Reference amounts for #12
<u>School District</u>	<u>Rate revised 4/25/12</u>	<u>Enrollment</u>	<u>Subtotal</u>		Estimate: "Outside Revenue"
Carson City	\$ 6,109	0.0	\$0		\$ 1,110
Churchill	\$ 6,152	0.0	\$0		\$ 1,070
Clark	\$ 5,257	0.0	\$0		\$ 1,030
Douglas	\$ 5,314	0.0	\$0		\$ 2,371
Elko	\$ 6,364	0.0	\$0		\$ 1,059
Esmeralda	\$ 17,932	0.0	\$0		\$ 6,421
Eureka	\$ 100	0.0	\$0		\$ 42,104
Humboldt	\$ 5,540	0.0	\$0		\$ 1,706
Lander	\$ 100	0.0	\$0		\$ 9,861
Lincoln	\$ 9,906	0.0	\$0		\$ 1,217
Lyon	\$ 6,718	0.0	\$0		\$ 918
Mineral	\$ 8,463	0.0	\$0		\$ 1,458
Nye	\$ 6,652	0.0	\$0		\$ 1,290
Pershing	\$ 8,838	0.0	\$0		\$ 1,844
Storey	\$ 7,069	0.0	\$0		\$ 6,459
Washoe	\$ 5,295	0.0	\$0		\$ 1,150
White Pine	\$ 6,648	0.0	\$0		\$ 1,824
Multidistrict		0.0	\$0	<u>#DIV/0!</u>	
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.					
13. Total basic support for enrollee including outside revenue				<u>Total Weighted-#9 #DIV/0!</u>	<u>Hold Harmless-#10 #DIV/0!</u>
14. Estimated number of special education program units X <u>39,768</u> amount per unit			(\$0)		
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)				<u>Total Weighted #DIV/0!</u>	<u>Hold Harmless #DIV/0!</u>

Fiscal Year 2012-2013 Charter School Promise Academy Charter School

Form 3	(1)	(2)	(3)	(4)	(4)
Promise Academy Charter School REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/13 AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	0	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)					
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	0	0	0

Promise Academy Charter School _____

Budget Fiscal Year 2012-2013

REVENUE	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	0	0	0

Promise Academy Charter School Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			105		
600 Supplies			190		
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					
100 TOTAL REGULAR PROGRAMS	0	0	295	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

Promise Academy Charter School PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
200 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					
200 SPECIAL PROGRAMS	0	0	0	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	BUDGET YEAR ENDING 01/00/00 FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other In	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	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	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED 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	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 06/30/13		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	0	0	0	0	0
5000 Debt Service					
000 EXPENDITURES	0	0	0	0	0
TOTAL ALL EXPENDITURES	0	0	295	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX XXXXXXXXXXXXXX XXXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	0	295	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	0	9	0	0
	Calculated Total Ending Fund Balance:	0	0	(295)	0	0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

TENTATIVE BUDGET 2012-2013				
	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	295	295
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	295	295
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS TENTATIVE	0	0	295	295
FINAL BUDGET 2012-2013				
	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
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

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

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 5 Exp Summary

Page 2 of 2

6/21/2012

PROPRIETARY OR ENTERPRISE FUND

Promise Academy Charter School

Fund: REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 06/30/13		
			TENTATIVE APPROVED		FINAL APPROVED
1000 LOCAL SOURCES					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
TOTAL LOCAL SOURCES	0	0	0		0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3200 State Govt Restricted Funding					
TOTAL STATE SOURCES	0	0	0		0
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
TOTAL FEDERAL SOURCES	0	0	0		0
5000 OTHER FINANCING SOURCES					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
TOTAL OTHER SOURCES	0	0	0		0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0		0
TOTAL ALL RESOURCES	0	0	0		0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

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

Promise Academy Charter School

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

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

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2012	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/13		(11) (9) + (10) 6/30/2013 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

Promise Academy Charter School

Budget Fiscal Year 2012-2013

Form 7 INDEBTEDNESS

6/21/2012

Promise Academy Charter School

REPORT FOR ALL FUNDS		2012-2013		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION		
REVENUES	Revenue Codes	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD		
Nevada Individuals	1310/1410						
Nevada School Districts	1321/1421						
Out-of-state Individuals	1310/1410						
Out-of-State School Districts	1331/1431						
		\$0	\$0	\$0	\$0		

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

Promise Academy Charter School

Budget Fiscal Year 2012-2013

FUND TRANSFERS 2012-2013 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

LOBBY EXPENSES 2012-2013

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

1. Activity:

2. Funding Source:

3. Transportation \$

4. Lodging and meals \$

5. Salaries and Wages \$

6. Compensation to lobbyists \$

7. Entertainment \$

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

Total **\$** -

Entity:

Lobbying Expense Estimate,

Promise Academy Charter School

Budget Fiscal Year 2012-2013



August 31, 2012

Promise Academy Charter School
1948 Windfall Ave.
Henderson, NV 89012

To Whom It May Concern,

Jolley Insurance Group, an insurance agency, has provided an estimate of insurance costs for Promise Academy Charter School. The cost breakdown below is only an estimate and not an actual quote from an insurance carrier. We have based these estimations on current market conditions, our understanding of the operations of the school and in accordance with all of the insurance requirements provided by the Nevada Administrative Code 386.215. It is important to note that these costs could vary greatly in the future and this is in no way a guarantee of what the costs will be when the insurance is actually purchased.

General Liability	\$ 7,500
-incl. Abuse & Molestation	
Umbrella	\$ 3,000
Educators' Legal Liability	\$ 1,500
Employment Practices Liability	\$ 1,000
Employment Benefits Liability	\$ 500
Directors & Officers	\$ 1,000
Property	\$ 1,500
Workers Compensation	\$ 5,000
<hr/>	
Total Estimated Cost	\$21,000

Please feel free to contact me if you have any questions regarding the information provided.

Thank you,

A handwritten signature in black ink that reads 'Vance Jolley' in a cursive script.

Vance Jolley
Account Executive

Committee to Form Members:

Dorothy M. Heenan

1774 Baja Ln

Henderson, NV 89012

Dorothy has served in the banking industry for well over 30 years. She brings her expertise and knowledge of managing money, overseeing several accounts, and financial planning to this committee.

Nicole M. Martin

1073 Adams Run Ct.

Henderson, NV 89202

Nicole holds a current Nevada teaching license and has a vested interest in Special Education. She has served as a Special Education teacher in several schools in the Clark County School District.

Patricia Moyer

2210 Summerwind Circle

Henderson, NV 89052-2321

Patricia has served in many capacities over her employment years in Nevada. Mainly she has worked in the human resources division and provided support to other city divisions. She brings her experience of working with a wide variety of people and networking to this committee.

Katie Pellegrino

11180 Varedo Ct.

Las Vegas, NV 89141

Katie holds a current Nevada teaching license and has a vested interest in Literacy and Language Arts. She has served as a classroom teacher and a Literacy Specialist in several schools in the Clark County School District. In addition, she has an Administrator degree.

Laura Esparza-Picos

7313 Zion Falls St.

Las Vegas, NV 89131

Laura will be our parent representative and has a variety of expertise in being a parent/student advocate for the Clark County School District. She also has several ties with the Latino community and many local businesses.

Amy B. Zeiders

1948 Windfall Ave.

Henderson, NV 89012

Amy holds a current Nevada teaching license and has a vested interest in second language students. She has served as a classroom teacher and an English Language Learner Specialist in the Clark County School District.

\

Laura Esparza-Picos
7313 Zion Falls St.
Las Vegas, NV 89131
702.241-4429 (CELL PHONE)
EMAIL: LIMORENO@INTERACT.CCSD.NET

PROFESSIONAL GOAL

- To secure a position with the Clark County School District.

SUMMARY OF QUALIFICATIONS

- Ability to provide excellent customer service and communicate effectively.
- Good writing, analytical and problem solving skills.
- Knowledge of principles and practices of organization, planning, records management and general administration.

PROFESSIONAL EXPERIENCE

Walter Long Elementary – Bilingual Parent Student Advocate

- Served as a Parent/Student Advocate and help orient families new to Long Elementary.
- Responsible for increasing parental involvement and bridge the home/school connection. Serves as a Liaison with Administration, Teachers, Parents and Students.
- Responsible for the development, implementation of a Parent Center incorporating parenting classes, nutrition and computer classes for the families of Long Elementary.
- Organizes and Coordinated Community Events to expand community involvement.
- Assisted with the implementation of Literacy Home visits to promote literacy awareness in the home meeting with families. Translated materials providing parents with information to help achieve success.
- Coordinated the Second Cup of Coffee forum for parents to exchange dialog with the Principal and address concerns or questions regarding their child's education.
- Responsible for providing support to the families and coordinate with the School Counselor to provide home visits.
- Responsible for the creation and translation of school newsletter.
- Provided all written and oral translations for parents, teachers and administration during parent teacher conferences, parent workshops and family meetings.
- Official Interpreter and Translator of Long Elementary. Translates at IEP meeting when interpreter not provided.
- Coordinated with teachers the implementation of workshops to provide strategies for parents to utilize at home when helping their students with homework. Helped tutor students in Math, Reading and Writing while parents attend English classes at Long Elementary.
- Coordinated the High School Volunteer Program at Long Elementary.

Mojave High School-Registrar II

- Planned, organized and implemented the registration process with administration and set priorities on work requiring minimal supervision. Maintained confidentiality. Responsible for the accuracy of enrollment accounting for apportionment funding purposes. Maintained accurate files and records related to registration and student records. Evaluated and transcribe transcripts to verify alignment with C.C.S.D.curriculum and input into SASI system. Verified graduation status. Use judgment for urgency of deadline work priorities. Responsible for generating specialized reports. Spearheaded and organized the first Cinco de mayo celebration to build pride amongst the diverse student body to promote awareness of different customs and culture.

Mojave High School – Assistant Principal Secretary

- Worked with Assistant Principal in charge of Curriculum. Answer telephone inquiries regarding department activities and curriculum. Assisted with resolution of routine administrative problems. Researched and compiled information, maintained data and departmental reports. Assisted with Course Catalog, Student Handbook and many special projects. Assisted with preparation of reports. Typed teacher evaluations. Translated Newsletter and letters to parents. Translated for Spanish speaking families for the Registrar, Counselor's, Dean's office and Administration.

Mojave High School – Assistant Principal Secretary

- Worked with Assistant Principal in charge of Discipline and Facilities. Answer telephone inquiries regarding department activities and discipline. Assisted with resolution of routine administrative problems. Researched and compiled information, maintained data and departmental reports. Assisted with Discipline manual and preparation of reports and special projects. Typed teacher evaluations. Input of work orders as instructed by supervisor. Guided parents with issues regarding discipline and translated at Required Parent Conferences and disciplinary action meetings.

EDUCATION HISTORY

10/02/1988 Vocational Certificate Legal Secretary
 Vocational Technical Institute of Las Vegas Nevada
05/26/2009 Bachelor of Science in Business Administration
 University Of Phoenix Las Vegas Nevada

REFERENCES

Gretchen Braner, Retired Principal, Walter Long Elementary School, 340-4408
Dr. Andre Denson, Assoc. Supt./ Area Service Center I 799-7046
Rosalind Gibson, Retired Principal, Liberty High School 799-2270

1. Please affirm that you will be at least 18 years old by Jan. 1 of the year in which the proposed charter school would open.
 - Yes, I am over 18 years old.
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
 - I have worked with several women who have initiated the movement to start a charter school specifically targeting second language learners. Being a second language learner myself, I hold helping these students very close to my heart. My old co-workers have asked me on input regarding information that they were putting into the application and asked me if I would like to be a part of the Committee to Form.
3. Explain why you would like to serve on the board.
 - As I stated earlier, I have been a second language learner and the idea of having a school specifically designed and tailored to this type of student fascinates and excites me. I think it is an energetic move to open this type of language development school and a much needed one in the Clark County area. I have previously worked at a school where I was an advocate for second language students/parents and would assist in several different areas. I think I could bring that expertise to the board.
4. Have you previously served on a board of a school district or a non-for-profit? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
 - No, I have never served on any another board.
5. What is your understanding of the appropriate role of a public charter school board member?
 - I believe it is my duty as a public charter school board member to make sure that the charter school follows its rules and regulations and serves the population in the manner in which it has indicated.
6. What relevant knowledge and expertise will you bring to the board?
 - I have served as an advocate and a voice for students and parents in the community. During meetings I can simultaneously translate so that parents do not miss out on any information. In addition, I have several ties with the community that could be used for school fund raising events.
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?
 - Upon the completion of the first year I imagine the school to not only have students who have grown academically but who feel they are understood and their needs met. I also imagine the parents of students attending the school will understand they play a vital part in their child's education and

that they do have something to offer. After four years there will be more grade levels offered and students will be making great gains academically.

8. What is your understanding of the school's mission and/or philosophy?
 - I know that the schools mission is to focus on language development specifically with the second language student in mind while preparing younger students to do better in the middle and high school curriculum.
9. Are you familiar with the school's proposed educational program? How would you describe it?
 - I know that these co-workers have put a lot of time and effort into their classrooms when I worked with them. I would see them working one-on-one with students and in small groups to make sure that each students needs were met.
10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?
 - A successful school is a combination of students who are learning as well as parents who are involved. The staff will enjoy working for the school and therefor that positive environment will be felt throughout the entire school. The board of directors needs to truly understand the school's vision and ensure they aide in doing everything possible to help achieve that.
11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please indicate the name of the person and the relationship.
 - Yes, Amy Zeiders, Katie Pellegrino and Nicole Martin are former co-workers and friends now.
12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

Name	Position	How Known
Katie Pellegrino	Administrator	Past co-worker
Nicole Martin	Teacher	Past co-worker
Monica Stone	Teacher	Past co-worker
Alyce Kennington	Teacher	Past co-worker

13. Do you or your spouse know anyone that plans to do business with the school? If so, please indicate and describe the relationship and the nature of the potential business.
- 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. (write N/A)
- N/A
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? (write N/A)
- N/A
16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school or both? If so, describe the potential relationship.
- No, I don't anticipate conducting any business with the EMO/CMO/ESP. However, I do plan on volunteering at the school to assist with the office, translations, and helping students and parents until a paid position is offered.
17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.
- No.
18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends)?
- If I ever found myself in a situation where I felt someone on the board was self-dealing I would approach the principal and tell her what I believe. I then would allow the principal to handle the situation as needed.