

Acadia Preparatory Academy

Nevada Charter School Application Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of the Proposed Charter School: Acadia Preparatory Academy

Name of Application Liaison: Jerad Hunsaker

Mailing Address of Liaison: 2055 E Fountain Street, Mesa, AZ 85213

Telephone for Liaison: 480-395-3320

Email Address for Liaison: Jerad.Hunsaker@gmail.com

Educational Management Organization, Charter Management Organization, or other Educational Service

Provider: Not Applicable

Name of school or school model to be replicated: Beyond Textbooks Model (Vail Arizona District)

Physical Address of School: TBD

Geographic Region or Neighborhood Where Proposed School Would be Located (See Required Element

A.7.1): Proposed area Clark County Nevada, Southern Henderson/Las Vegas

School District in Which the School Would Be Located: Clark County School District, Distance Learning will not be provided.

Intended Opening Date: Fall 2015

Proposed Sponsor: Nevada State Public Charter School Authority

School District: Clark County School District

Public College or University: N/A

Indicate which District or College/University below, if applicable: N/A

Enrollment Projections

School Year 1

Grade Levels Served: Kindergarten through 8th

Projected Enrollment per grade 65

School Year 2

Grade Levels Served: Kindergarten through 8th

Projected Enrollment per grade 100

School Year 3

Grade Levels Served: Kindergarten through 8th

Projected Enrollment per grade 100

School Year 4

Grade Levels Served: Kindergarten through 8th

Projected Enrollment per grade 100+

School Year 5

Grade Levels Served: Kindergarten through 8th

Projected Enrollment per grade 100+

School Year 6

Grade Levels Served: Kindergarten through 8th

Projected Enrollment per grade 100+

Ultimately, the school expects to serve a total of 1000 pupils

In grades K to 8

Part 2: Program Overview Part 2 of 3

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

Is this school intended to serve primarily at-risk pupils? (See NRS 386.500)

No

If yes, address Required Element A.7.6

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(5)(p))?

No

Vocational education status (NAC 386.415)(NRS 386.590(1))

Is this an application for a NRS 386.590(1) vocational education charter school?

No

If yes, respond to A.10, Career Education

Distance education status

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

No

If yes, address B.3.2, Distance Education, and submit (an) appropriate distance education application(s) to the Nevada Department of Education. Submit a copy of the application that was submitted to the NDE to the Charter School Authority also.

Private school closure/reopening as a charter school

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

No

If yes attach the Private School Conversion Assurances found at:

Limiting Enrollment

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

✓ No

If yes, what is that number or ratio?

If yes, state your plan in Required Element B.3.9

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

Acadia Preparatory Academy is modeled after one of the top rated charter schools in the nation, BASIS, and the top rated districts in Arizona, Vail, Benson and Ash Fork (All of whom use Beyond Textbooks methods). Acadia’s culture is derived from a set of core principles understood, embraced, and cultivated by teachers, school managers and school staff. Acadia’s students are guided to recognize and adopt these principles, helping them maximize the benefits of our curriculum and the entirety of their educational experience.

The culture-plus-curriculum building blocks are conducive to instilling in students a lifelong love and respect for knowledge, to understanding the importance of hard work and self-reliance as a path towards success, and to the discovery of individual strengths to be able to invent, design and apply.

Application Certification

Signature of Liaison _____

Date _____

Printed Name _____ Jerad Hunsaker _____

Contents

A.1: Mission, Vision and Educational Philosophy.....	5
Narrative A.1.1, <i>Purpose</i>	5
Narrative A.1.2, <i>Mission</i>	5
Narrative A.1.3, <i>Vision</i>	5
Narrative A.1.4, <i>Philosophy</i>	5
A.2: School-Specific Goals and Objectives	7
Narrative A.2.1, Assurance regarding performance frameworks	7
Narrative A.2.2, Assessment tools/data/artifacts (if applicable)	7
Narrative A.2.3, Reasonableness of goals (if applicable)	7
A.3: Curriculum and Instruction	7
Narrative A.3.1, Curriculum model	7
Attachment A.3.2, Schedule of courses	9
Attachment A.3.3, Course descriptions and alignment with standards	9
Attachment A.3.4, Typical daily schedule	9
Attachment A.3.5, Courses to complete for promotion	9
Attachment A.3.6, Courses/credits for graduation (if applicable)	9
Narrative A.3.7, Policy for pupil promotion	9
Attachment A.3.8, Diploma (if applicable).....	9
Attachment A.3.9, <i>Transcript</i>	9
Narrative A.3.10, Transfer of credit	9
For students transferring in to Acadia, all transferring credits will be accepted. For students transferring out, Acadia will send transcripts along with all other documentation requested from enrolling school.	9
Attachment A.3.11, <i>Textbooks</i>	9
Narrative A.3.12, Instructional strategies	10
Narrative A.3.13, Professional Development.....	12
A.4: Assessment and Accountability	12
Attachment A.4.1, Assessment Plan and instruments.....	12
Narrative A.4.2, Use of student data.....	12
Narrative A.4.3, Use of longitudinal data.....	13
Narrative A.4.4, Data management plan	14
A.5: Tentative School Calendar and Daily Schedule.....	14

Attachment A.5.1, <i>Calendar</i>	14
Narrative A.5.2, Enrollment dates.....	14
Attachment A.5.3, Alternative schedule application (if applicable)	15
A.6: School Climate and Discipline	15
Narrative A.6.1, How climate/discipline policies support educational goals.....	15
Narrative A.6.2, Student behavior philosophy.....	15
Attachment A.6.3, Discipline policy/code of conduct.....	16
Attachment A.6.4, <i>Truancy policy</i>	16
Attachment A.6.5, <i>Absence policy</i>	16
Narrative A.6.6, Involving families	16
A.7: Target Population.....	17
Narrative A.7.1, <i>School location</i>	17
Narrative A.7.2, Target population	17
Attachment A.7.3, Enrollment projections	17
Narrative A.7.4, Alignment of school plan with target population.....	17
Attachment A.7.5, Student recruitment plan	17
Narrative A.7.6, If applicable, serving at-risk pupils.....	18
Narrative A.7.7. If applicable, favoring at-risk pupils in the enrollment process.....	18
A.8: Special Student Populations	18
Narrative A.8.1, Identification, etc. for ELL	18
Narrative A.8.2, <i>ELL Program</i>	18
Narrative A.8.3, Plan to evaluate ELL Program	19
Narrative A.8.4, Plan to monitor ELL students.....	19
Attachment A.8.5, Title III assurance	19
Narrative A.8.6, Identification, etc. for Special Ed., etc.	19
Attachment A.8.7, Special Ed. Policy assurance.....	20
Attachment A.8.8, Rtl referral packet and flowchart.....	20
Narrative A.8.9, Special Ed. Continuum of service.....	20
Narrative A.8.10, Identification, etc. for Gifted and Talented	21
Narrative A.8.11, Gifted and Talented Continuum of service.....	24
Attachment A.8.12, GT. Continuum of service flowchart	24
A.9: Records.....	24
Narrative A.9.1, <i>Pupil Records</i>	24

A.10: Career Education (if applicable).....	26
B.1: Governing Body.....	26
Attachment B.1.1, Bylaws letter from counsel	26
Attachment B.1.2, <i>Bylaws</i>	26
Attachment B.1.3, Bylaws stipulations identification	26
Narrative B.1.4, Governance philosophy	27
Narrative B.1.5, Governance structure and composition	27
Narrative B.1.6, Increasing board capacity	27
Narrative B.1.7, Recruitment of board members	28
B.2: Composition of the Committee to Form the School.....	28
Attachment B.2.1, Committee member names, resumes	28
Attachment B.2.2, Committee members' response to questionnaire.....	28
Narrative B.2.3, Members' association with other charter schools	28
Attachment B.2.4, <i>Assurances</i>	29
B.3: Management and Operation	29
Narrative B.3.1, Organizational structure	29
Narrative B.3.2, Key management positions responsibilities	29
Attachment B.3.3, Organizational chart.....	30
Narrative B.3.4, How carry out laws	30
Narrative B.3.5, Dispute resolution.....	30
Narrative B.3.6, <i>Kind of school</i>	31
Attachment B.3.7, Lottery description.....	31
Narrative B.3.8, Outside help with application	31
Narrative B.3.9, Limiting enrollment.....	32
B.3.10: Educational Management Organization (EMO), CMO, ESP (if applicable)	32
B.3.11: Distance Education.....	32
B.4: Staffing and Human Resources	32
Narrative B.4.1, <i>Staffing plan</i>	32
Narrative B.4.2, Employment contract negotiation	33
Narrative B.4.3, Instructor qualifications	34
Narrative B.4.4, Teacher evaluations	34
Narrative B.4.5, Administrator information, if applicable	37
Narrative B.4.6, Administrator position description	37

Narrative B.4.7, Employing administrators	37
Narrative B.4.8, Employing instructors/others	38
Narrative B.4.9, Licensed and non-licensed staff, if applicable	38
C.1: Budget	38
Attachment C.1.1, <i>Budget</i>	38
Attachment C.1.2, <i>Budget narrative</i>	38
Attachment C.1.3, Cash flow statement	39
Narrative C.1.4, Chart of Accounts assurance.....	39
Attachment C.1.5, Pre-opening budget	39
Narrative C.1.6, Contingency plan for financial challenges.....	39
C.2: Financial Management.....	39
Narrative C.2.1, Financial responsibility.....	39
Narrative C.2.2, Closing procedures.....	40
Narrative C.2.3, <i>Audit firm</i>	42
Narrative C.2.4, <i>Nevada bank</i>	43
Narrative C.2.5, <i>Fees, Charges</i>	43
Narrative C.2.6, Person to draw orders for payment of school's money	43
Narrative C.2.7, Minimum number of enrolled pupils required	43
C.3: Facilities.....	43
C.3.1 New Site Built Facility.....	43
See Attachment C.3.2 Estimate of Cost of Insurance.....	47
C.4: Transportation, Health Services and Emergency Services.....	47
Narrative C.4.1, <i>Transportation</i>	47
Narrative C.4.2, <i>Health services</i>	47
Narrative C.4.3, Immunization records	48
Attachment C.4.4, <i>Emergency drills</i>	48
Attachment C.4.5, Emergency management plan	49

A.1: Mission, Vision and Educational Philosophy

Narrative A.1.1, *Purpose*

The School exists for the purpose to operate a charter school in Clark County, Nevada and to engage in any other activity permissible; it is to ensure that high quality education is accessible to all children regardless of economic status or background.

Narrative A.1.2, *Mission*

It is the mission of Acadia Preparatory Academy to provide parents with safe and nurturing school communities, where their children can obtain a quality education.

Narrative A.1.3, *Vision*

Acadia is committed to create a network of academically rigorous, traditional values-based and safe-learning environments. We elevate academic achievement to internationally competitive levels among all students, regardless of geographic location, economic background, culture or ethnicity. Students will grow socially and academically in an environment where both leadership and collaboration are stressed. Our curriculum design and instructional practices encourage students to discover new concepts, learn about them and apply that knowledge to achieve a bright future.

Narrative A.1.4, *Philosophy*

OUR SCHOOLS ARE COMMUNITIES OF LEARNERS. We define a community as a place where each individual is important and has something valuable to contribute to others in the community. We believe that learning is a lifelong activity. We are all learners. We expect parents, staff members and volunteers to model this belief for students.

WE CARE ABOUT STUDENTS. We believe that each student should be given the opportunity to be educated in a physically and emotionally safe, personalized, and caring environment.

ONE OF OUR HIGHEST PRIORITIES IS KEEPING CLASS SIZES SMALL. Working with students in smaller groups increases opportunities for learning, personal attention, a sense of belonging and the development of a supportive classroom community.

WE ARE COMMITTED TO FISCAL RESPONSIBILITY. We are entrusted with using public resources to provide a quality education for our students. We carefully develop priorities based on student needs, legal responsibilities and cost-effective methods.

WE ARE RESPONSIBLE TO OUR LOCAL COMMUNITY. Our schools are the centers of the community. We actively seek community involvement. And, we respond to community needs.

WE RESPECT PARENTS AND THEIR VALUES. We operate on the behalf of parents. It is our responsibility to assist parents in the education of their children. We value parental involvement, and make every reasonable effort to address and respond parental concerns.

SMALL SCHOOLS ARE THE BEST PLACES TO DEVELOP CARING COMMUNITIES OF LEARNERS. We like the atmosphere of a small school that has been developed into a positive, healthy community. We prefer small schools. We seek to create that small school atmosphere in all of our schools, regardless of the size that growth and economics may force them to become.

WE BELIEVE LEARNING EXTENDS WELL BEYOND THE CLASSROOM. Our educational program is enriched and extended with opportunities such as: field trips; recreational activities; academic competitions; and club activities.

WE UPHOLD TRADITIONAL VALUES SUCH AS RESPECT, PERSONAL AND SOCIAL RESPONSIBILITY, HONESTY, AND HARD WORK. We model socially responsible behavior, expect it from each student and make it part of our curriculum. We believe these traditional values have served our society well in the past, are cherished by our community, and are important to our future.

WE ARE CONTINUALLY IMPROVING. We are never content with the status quo in our operations or in our curriculum methods. We recognize that we live in a changing world and we respond

to those changes. And, we are constantly looking for better and more efficient ways to accomplish our mission.

WE VALUE OUR EMPLOYEES. We specifically and carefully select our staff on the basis of their ability to carry out the mission and guiding principles described above. We hire the best people suited for the task. We respect their expertise and depend on them to work with parents to make our vision for a community of learners a reality.

A.2: School-Specific Goals and Objectives

Narrative A.2.1, Assurance regarding performance frameworks

The school will adhere to the SPCSA and NDE performance frameworks.

Narrative A.2.2, Assessment tools/data/artifacts (if applicable)

Not Applicable

Narrative A.2.3, Reasonableness of goals (if applicable)

Not Applicable

A.3: Curriculum and Instruction

Narrative A.3.1, Curriculum model

The Beyond Textbook model we are following is based on four overarching concepts:

1. Curriculum:

- a. The curriculum is based on the essential standards only
- b. Each standard is unwrapped and important concepts and vocabulary are identified for student success
- c. Curriculum Calendars are created for every standard for what we teach when and for how long.
- d. The specific materials based on the state approved list are used to teach the identified standards

e. Technology is used to identify resources for areas weak in the purchased texts for teaching the identified standards

2. Instruction

- a. Classroom Management is vital to the success of the program
- b. Essential Elements of Instruction are the basis of all instructional methodology
- c. We use Robert Marzano's Strategies of Effective Instruction
- d. Cooperative Learning is important to our methodology

3. Assessment

a. Our model uses both Common Formative assessments, done frequently to ensure students are learning, and quarterly benchmark assessments, used to ensure that the systems in place are being held accountable.

b. Assessments are used to ascertain whether the lack of student success is a "can't do/won't do" attitude or an instructional issue

c. Assessment is used as monitoring screenings to ensure student growth over time in response to regular classroom based instruction

d. Individual progress monitoring is used in response to interventions

4. Intervention

a. Reteach and enrich is a response to the formative data and occurs daily and school wide

b. Intersession is a response to the benchmark assessment and is for individual students

c. After school targeted tutoring is used to help students on a specific standard they have not yet mastered.

d. Summer School for individual need

Attachment A.3.2, Schedule of courses

Please see attachment A.3.2

Attachment A.3.3, Course descriptions and alignment with standards

Please see attachment A.3.3

Attachment A.3.4, Typical daily schedule

Please see attachment A.3.4

Attachment A.3.5, Courses to complete for promotion

Please see attachment A.3.5

Attachment A.3.6, Courses/credits for graduation (if applicable)

Not Applicable

Narrative A.3.7, Policy for pupil promotion

Students who are successful in passing three core courses (English language arts, math, science, social studies) in three quarters will be promoted to the next grade level. If a student is not successful but successfully passes the state standardized test in ELA and Math, they may petition for promotion. Students who are not successful will be notified at the end of the second quarter of the potential for retention and be placed on an academic program to provide interventions for success.

Attachment A.3.8, Diploma (if applicable)

Not Applicable

Attachment A.3.9, *Transcript*

Please see attachment A.3.9

Narrative A.3.10, Transfer of credit

For students transferring in to Acadia, all transferring credits will be accepted. For students transferring out, Acadia will send transcripts along with all other documentation requested from enrolling school.

Attachment A.3.11, *Textbooks*

Please see attachment A.3.11

Narrative A.3.12, Instructional strategies

Our strategy for instruction is to improve students' academic achievement through instructional methods that require high levels of critical thinking by the student. Our requirement for teachers is that Inquiry-based lessons will dominate instructional strategies, thus the teacher begins a lesson with a question, not a statement. This allows the students to search for information and learn on their own with the teacher's guidance. The instructional environment will be designed so students

- willingly engage in an exploration process
- raise questions, propose explanations, and use observations.
- plan and carry out learning activities.
- communicate using a variety of methods.

Lesson Plans are collected every Friday for the following week and checked by administration. Fridays are used for projects and remediation for all students.

Instruction places an emphasis on the development of inquiry and information processing skills and the nurturing of inquiring attitudes or habits of mind that will enable students to continue the quest for knowledge throughout life. Throughout the curriculum, we will strive to strengthen holistic learning, communication and intercultural awareness along with learning content within a larger conceptual framework. The instructional methods used for our curriculum are defined below.

Direct Instruction for introduction of concepts

Teacher-centered instruction which includes lecture, presentation, and recitation.

Discovery based learning

A constructivist approach. Students begin learning with an activity designed to lead them to particular concepts or conclusions. Students acquire basic and advanced knowledge in random order.

Project based learning

In K-12 education, project-based learning has evolved as a method of instruction that addresses core content through rigorous, relevant, hands-on learning. Projects are more open-ended than problem-based learning, giving students more choice when it comes to demonstrating what they know. Unlike projects that are tacked on at the end of "real" learning, the projects in PBL are the centerpiece of the lesson. Projects are typically questions that drive students to investigate, do research, or construct their own solutions. For example: How can we reduce our carbon footprint? How safe is our water? What can we do to protect wildlife? How do we measure the impact of disasters? Students use technology tools much as professionals do -- to communicate, collaborate, conduct research, analyze, create, and publish their own work for authentic audiences. Instead of writing book reports, for instance, students in a literature project might produce audio reviews of books, post them on a blog, and invite responses from a partner class in another city or country.

Socratic Method of Instruction

The Socratic method of instruction involves the teacher as a facilitator of questioning using the text to aid the student in either deeper understanding of the material or deeper knowledge of the limits of the material. All questioning and answers must be based on the text itself and not on philosophy or theory.

Modeling

Modeling has been shown to be a vital part of helping students learn the process of constructing meaning and of helping them learn the various strategies and skills involved in this process. Modeling of specific strategies and skills is also provided by the teacher for those students who need it. This is done by using literature that has been read as models to show the use of strategies and skills. These lessons are known as mini-lessons and they may be formal or informal. Modeling by the teacher is also done through reading aloud, through demonstrating response activities and discussions and through shared

writing. Students also provide modeling for each other through cooperative learning and peer to peer activities.

Narrative A.3.13, Professional Development

Our strategy for professional development is to use it to raise teachers to the proficiency level where they can actively challenge students to achieve higher academic growth than they have ever done previously. At the beginning of the year the teachers and administration create a calendar for professional development. This calendar is based on student's prior standardized test scores, acquiring curriculum and our school improvement goals based on a needs assessment as a new school. We utilize two weeks prior to school starting of training as well. These included the mandatory SPED training, a data training on the testing data, and a refresher course on Common Core standards.

A.4: Assessment and Accountability

Attachment A.4.1, Assessment Plan and instruments

Please see attachment A.4.1

Narrative A.4.2, Use of student data

Our strategy for assessment is to use it to guide instruction (formative) and to evaluate the data learned from the results to change curriculum, instruction and professional development (summative). All of our formative assessments are designed to provide the immediate, explicit feedback useful for helping teacher and student during the learning process. Formative assessment is a tool to continually evaluate students' academic needs and development within the classroom and will be happening constantly to ensure that local benchmark assessments and state-mandated summative assessments are easily mastered at the completion of the grade level.

Teachers who engage in formative assessments give continual, explicit feedback to students and assist them in answering the following questions:

1. Where am I going?
2. Where am I now?

3. How can I close the gap between the two?

In order to show students how to close the gap between where they are academically and where they want to be, teachers must help students evaluate their progress in the learning process and give them explicit, descriptive feedback specific to the learning task.

A list of formative assessments we use is:

- Observations
- Questioning
- Discussion
- Exit/Admit Slips
- Learning/Response Logs (blogs)
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Visual Representations
- Kinesthetic Assessments (labs)
- Quizzes

For our summative assessments we use:

- benchmark assessments
- Chapter Tests,
- Semester long Projects, and
- CRT's.

Narrative A.4.3, Use of longitudinal data

Longitudinal data analysis will be reported annually to measure success and will consist of:

- A pupil baseline developed during the first year using testing results.

- A comparison of annual results with the baseline scores to assess progress.
- Grade-level and school composite scores.
- A graph of annual results showing year-to-year change.
- A graph of school scores relative to state and national averages.
- Sub-analysis of a variety of variables to identify areas for improvement.

Narrative A.4.4, Data management plan

In Accordance with NRS 386.650, the School will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (State Public Charter School Authority) to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the State Public Charter School Authority will use PowerSchool or Infinite Campus or other SIS that may be required. The school administrator will monitor the mainframe to ensure that data is appropriately maintained and entered in a timely fashion. Parents will be provided with login credentials to monitor their child's progress in school. Monthly teacher planning time (A.3.13) will be provided for collaboration and sharing of successful differentiated instruction. This planning time will also be utilized to evaluate data and provide a forum for intervention strategies. For example, a third grade teacher who has a pupil reading at first grade level, can discuss best practices with a first grade teacher to ensure appropriate and targeted intervention and remediation. Pupil records and their maintenance are addressed in A.9.

A.5: Tentative School Calendar and Daily Schedule

Attachment A.5.1, *Calendar*

Please see attachment A.5.1

Narrative A.5.2, Enrollment dates

We will be in session using the same calendar as the school district in region of our school. This will allow parents the convenience of days and ensure better attendance for siblings attending multiple

sites. Enrollment dates will align with that of the Clark County School District and/or according to Nevada law.

Attachment A.5.3, Alternative schedule application (if applicable)

Not Applicable

A.6: School Climate and Discipline

Narrative A.6.1, How climate/discipline policies support educational goals

The School's policies will continue to be developed with the goal of providing a learning environment that is safe and conducive to learning. The focus of the learning environment will be positive reinforcement which is non-punitive to all students. Upon the establishment of the School, the principal will further refine the discipline policy. The policy will provide for the progressive discipline of students and on-site review of disciplinary decisions. The policy will be developed with input and participation from the teachers, parents, and other school stakeholders. It shall be consistent with the rules of behavior prescribed in accordance with NRS 392.463; include provisions designed to address the specific disciplinary needs and concerns of the school; and provide for the temporary removal of a pupil from the classroom. The principal will collaborate with school stakeholder's to annually revise the policy.

Narrative A.6.2, Student behavior philosophy

Positive Behavior Support (PBS) will be the student behavioral philosophy at Acadia Preparatory Academy. Positive Behavioral Support is a collaborative, assessment-based approach to developing effective interventions for problem behavior. Positive behavioral support can target the entire school as well and individual student behaviors, as "it does not focus exclusively on the student, but also includes changing environmental variables such as physical setting, task demands, curriculum, instructional pace, and individualized reinforcement (Cohn)." When consistent, proven strategies are implemented school-wide, it builds environments that are conducive to learning for all students. Research has shown that "schools that implement system-wide interventions also report increased time engaged in academic

activities and improved academic performance (Cohn).” In the implementation of a Positive Behavioral Support program, it is important to collaborate with parents, staff, and faculty. As part of this collaboration, individuals (faculty, staff, and parents) learn more about their own behavior, to work together, and support each other as a community of learners.

Attachment A.6.3, Discipline policy/code of conduct

Please see attachment A.6.3

Attachment A.6.4, *Truancy policy*

Please see attachment A.6.4

Attachment A.6.5, *Absence policy*

Please see attachment A.6.5

Narrative A.6.6, Involving families

The school and the governing body of the school commit to establish relationships with local community organizations in order to have community support and engagement in school matters. The school will promote an environment that allows parents, teachers, and other community members to be actively engaged in the school. Examples of parent involvement include:

- Regular parent/teacher conferences – these conferences are held afterschool or in the evening and provide parents with opportunities to discuss educational progress with their child’s teacher;
- Open houses, career fairs, family picnic – these events are held annually to maintain communication and active involvement in the school;
- School website, school newsletter, events calendar – updated monthly to disseminate information and maintain open lines in the community; and
- PSO – Parent Service Organization provides invaluable support to the school.

A.7: Target Population

Narrative A.7.1, *School location*

The School will be open to enrollment of students living in Nevada. Our targeted population will be K-8 and living in the southern area of Henderson and Las Vegas. A Facility has not yet been identified but is targeted for zip codes; 89002, 89012, 89124, 89052

Narrative A.7.2, Target population

Acadia Preparatory Academy will welcome all students. The curriculum will be academically rigorous and designed to teach students at a mastery level. Students whose purpose and goal is to obtain a post-secondary education will seek to attend Acadia.

With so many schools specifically designed to help at-risk children or who must attend a district school based solely on zoning, parents will welcome the choice to attend a top rated academically focused school.

Attachment A.7.3, Enrollment projections

Please see attachment A.7.3

Narrative A.7.4, Alignment of school plan with target population

The school expects to have a pupil population that is reflective of the community it will serve. The school's educational process relies on the partnership among the school, family and community. The stakeholders of the school are committed meet the needs of the target population by hiring staff that will mirror the diverse characteristics of the community it will serve and incorporate multiple perspectives in school development.

Attachment A.7.5, Student recruitment plan

Please see attachment A.7.5

Narrative A.7.6, If applicable, serving at-risk pupils
Not Applicable

Narrative A.7.7. If applicable, favoring at-risk pupils in the enrollment process
Not Applicable

A.8: Special Student Populations

Narrative A.8.1, Identification, etc. for ELL

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

Nevada uses the WIDA Consortium to provide our English Language Proficiency Examination.

Narrative A.8.2, *ELL Program*

Integrated "Group" Classrooms: If a school or a grade has a low number of ELL students, the principal shall group students in a classroom at the appropriate grade level and will ensure that ELL strategies are used in the classroom.

Depending on the number of ELL students at an elementary school, the school will ensure that the ESL instruction is available. Based on the guidelines below, principals will make a determination regarding which approach will be used.

Generally, grade levels with a low number of ELL students should group students and place them in an integrated grouped classroom model where ESL instructional strategies are employed. Schools or grade levels with a large number of ELL students shall implement Self-Contained ESL classrooms or Integrated ESL Classrooms. Self-Contained classes shall include ELL students only.

The goal of the full inclusion approach is the acquisition of English and grade level academics so that the ELL student can succeed in an English-only classroom. Academically we will use the following requirements:

- all instruction is done in English;
- when necessary, the child's primary language is used to clarify instruction;
- English is taught through reading, language arts, math, science, and social studies;
- there is a strong English language development (ELD) component in every lesson;
- the acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks; lessons include controlled vocabulary while students gradually acquire
- the necessary language skills to succeed academically and become lifelong learners.
- Vocabulary, Grammar and Listening and Speaking skills will be a focus in every content area.

Narrative A.8.3, Plan to evaluate ELL Program

The ELL plan will be evaluated using the standardized test

Narrative A.8.4, Plan to monitor ELL students

The plan for monitoring the ELL students will be done by the Principal and the data used to monitor will be grade level achievement and standardized language assessment.

Attachment A.8.5, Title III assurance

Please see attachment A.8.5

Narrative A.8.6, Identification, etc. for Special Ed., etc.

The first step in identification is the Child Find Process. This process is well spelled out by IDEA regarding the duties of the school to identify students at need for services and help them find the services necessary.

IDEA and NAC regulations require the school to have policies and procedures in place to ensure that children aged 3 through 21 who are suspected of having disabilities and needing special education

and/or related services are identified, located, and evaluated. The Child Find process has school staff engage in child identification activities. Students who may be identified include:

- children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade;
- highly mobile students including migrant students;
- homeless children;
- wards of the state; and
- children who are enrolled in private schools or are home-schooled.

Attachment A.8.7, Special Ed. Policy assurance

Please see attachment A.8.7

Attachment A.8.8, Rtl referral packet and flowchart

Please see attachment A.8.8

Narrative A.8.9, Special Ed. Continuum of service

Inclusive Education Philosophy

Our School embraces the philosophy of full inclusion, believing that special education students can best be educated in the regular classroom. Our teachers accept responsibility for all students in their classroom and modify, accommodate and adjust teaching techniques and classroom activities to meet the unique learning abilities of all students. Special education staff supports the regular classroom teacher with this process. There are not two distinctly different types of students, e.g. “special” and “regular”. All students are individuals with their own unique set of physical, intellectual and psychological characteristics that influence their instructional needs. There are not two discrete sets of instructional methods – one set for “special” students and another for “regular” students. Individualized instructional programs are designed for each student.

Basic Beliefs and Expectations

- Inclusion is the underlying philosophy by which all students are educated.

- All students are educated with chronologically age appropriate peers.
- All students are educated full time in the general education classroom.
- All students learn and develop individually and the curriculum is modified or adapted to allow students to progress at their individual rates. Students are not penalized for the inability to progress at grade level.
- General education teachers assume responsibility to teach and meet the cognitive, affective and social needs of all students with special education teachers and staff providing support.
- Teaching strategies that facilitate the education of multi-level abilities in each class are used by all teachers (e.g. cooperative learning, project learning, mastery learning, curriculum compacting, independent projects, flexible groupings, learning centers, and teaching to learning styles such as visual, auditory and manipulative)

Narrative A.8.10, Identification, etc. for Gifted and Talented

Vision:

We will provide comprehensive educational opportunities for gifted and talented students, teachers working with gifted students, and parents of gifted children. Through this vision we will improve the quality of education for gifted children and youth.

Mission:

We want to provide comprehensive services to students which address the cognitive and social-emotional needs of children and young people who are gifted and talented. We Realize that children may be gifted and talented in various ways -- intellectually, academically, creatively, and/or in leadership or in the visual and/or performing arts. Through services provided by the school the quality of life will be dramatically improved for gifted children, youth, and adults in our community

Gifted and talented children, like all children, must be provided with educational structures, programs and provisions which motivate them to develop their talents and assist them to perform as

closely as possible to their optimum levels. These structures, programs and provisions should also be designed to minimize the ill-effects arising from any lack of identification of gifted and talented children or from any lack of recognition of their special needs.

Supporting Statute:

Title V-A Innovative Programs (one of the allowable programs)

- Programs to provide for the educational needs of gifted and talented children [Section 5131(a)(7)].

Definition of a gifted student:

Referral and Identification:

Nominations for the gifted identification can take place at any time of the year. In order to have the placement / identification process completed during this school year, a nomination must be received .

Step 1: Observation (K-12)

The classroom teacher will note student questions, responses, examples of unusual thinking or exceptional creativity and consistently strong academic performance using (Grades K-8.)

Step 2: Referral

1. A referral may be made by teacher, other staff member, parent, peer, or self to the school's consulting teacher for the gifted. The referring individual will fill out a nomination form and return it to the gifted coordinator.
2. Once a referral is initiated, both parents and teachers will be asked to complete a checklist

with supporting statements and/or samples and parents will be asked to complete the permission to evaluate/test form.

3. Parents will be asked to send in two (2) portfolio items. Teachers will be asked to submit four (4) portfolio items.

Step 3: Formal Assessment

1. Checklists from both parents and teachers will be collected and scored.
2. Classroom teachers will assist the student in compiling items for a portfolio.
3. The consulting teacher for the gifted will administer planned experience activities and conduct an interview with each student.
4. Grades and test scores will be collected where available. In addition, the consulting teacher for the gifted may administer ability and or achievement tests.

Step 4: Identification / Placement Committee Meeting

1. The School's gifted identification committee will meet and review collected data. Parents and teachers will be informed as to the date and time of the meeting.
2. Parent, principals, and teachers will be informed of the committee's decision.
3. Parents, principals, and teachers have the right to appeal the committee's decision. This is to be done in written form, sent to the County Gifted Program Supervisor, within ten school days after receipt of the committee decision.

Goals of the Program

1. Identification: To strengthen the validity and reliability of instruments used in the gifted identification/placement process
2. Delivery of Services: To increase itinerant gifted resource teacher staffing at the elementary level

3. Curriculum Development: To strengthen extensions for gifted learners in language arts grades K-12
4. Professional Development: To continue to support differentiation of instruction through ongoing staff development in the form of workshops, state and national conferences, and graduate courses
5. Parent and Community Involvement: To educate parents/guardians and the community concerning gifted education

Narrative A.8.11, Gifted and Talented Continuum of service

Acadia Preparatory Academy GT students based on testing will be added to the next year's GATE program. During the first year of operation the GATE program will be performed by the existing teachers along with the school administrator to develop GT students.

Once the population of GT students has reached greater than 5% of the population, a new GT teacher will be hired to further develop the gifted individualized program.

Attachment A.8.12, GT. Continuum of service flowchart

Please see attachment A.8.12

A.9: Records

Narrative A.9.1, *Pupil Records*

The governing board will delegate authority to the principal the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The board will ensure student records will be accurately maintained and kept in a safe, locked area of the school's main office in secure cabinets, and in accordance with all State of Nevada Laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 386.650, the school will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with

its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State Board of Education will use PowerSchool that is hosted as an ASP (Application Service Provider) by the Department of Education.

The governing body the charter school will ensure that a permanent record for each student enrolled in the school is maintained in a separate file. The student records will be stored in the school's main office and only authorized staff and administration will have access to the files.

The governing board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed. A governing board chair has not yet been selected, however this information will be provided as soon as the board makes a selection.

If a charter school closes, the School shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward the permanent record of the student to the office of student records of the school district in which the student resides. When a student graduates from the charter school, or completes the eighth grade year (the final year for which this school is chartered), the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides.

If a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

Attachment A.9.2, *Pupil record retention policy*

Please see attachment A.9.2

A.10: Career Education (if applicable)

Not Applicable

B.1: Governing Body

Attachment B.1.1, Bylaws letter from counsel

Please see attachment B.1.1

Attachment B.1.2, *Bylaws*

Please see attachment B.1.2

Attachment B.1.3, Bylaws stipulations identification

The proposed bylaws acknowledge that the School is not currently incorporated. However, the provision does not prohibit incorporation at a future time due to the recent change in Nevada law which allows a charter school to incorporate.

Narrative B.1.4, Governance philosophy

The Acadia Preparatory Academy Board of Directors will focus on governing the school, not managing the school's operations. The Board will achieve this by developing a strong partnership between the Board and the School leader, which is built on mutual trust and respect. The Board will not allow meetings to consist of just reporting data. Board meetings will focus on strategic questions, planning, and directing all decisions toward the fulfillment of the School's mission, vision and purpose.

Narrative B.1.5, Governance structure and composition

Pursuant to the terms in the attached Bylaws, the first governing body will consist of the members of the Committee to Form Acadia Preparatory Academy. As set forth in Section B.2, the Committee to Form Acadia includes experienced teachers and administrators and local business leaders. This diverse knowledge base will allow the future Board to provide the educational, financial and operational vision and governance which will lead to operational success by the School leader. The Board members individual strengths and areas of expertise will be considered in assigning Board member placements on Financial, Educational and Governance Committees.

The performance of the School, and of the School leader, will be evaluated by the Board at least annually. The Board will consider parent and student surveys and other instruments as needed.

Narrative B.1.6, Increasing board capacity

Board training will be provided upon acceptance as a new board member. The training will be provided by experience existing board members or if not available by local professionals. Board members will also have the opportunity to participate in local and national charter school conferences. Additional training on open meeting laws, ethics, financial responsibilities, conflict of interest, and duty of care and loyalty will be provided on an ongoing basis. Each board member should receive 4 hours of training per year to remain on the board.

Narrative B.1.7, Recruitment of board members

Board members will solicit from parents, professional educators, and the community to fill vacancies as they may arise on the Board. The Board of Directors must seek candidates which adhere to the statutory requirements of NRS 386.549.

To assist in identifying the best qualified candidates, the Board shall develop a written job description and advertise all vacancies by posting the description on the school's website and through direct (email, letter, text, or phone, etc.) communication to the parents of all enrolled students. Individual board members will also circulate the notice within the professional communities. These notifications of a board vacancy must contain a description of the qualifications a candidate must possess to maintain compliance with NRS 386.549 and instructions on how information regarding qualified candidates can be submitted to the Board of Directors for consideration. The Board of Directors may not rely upon the school administrator or any outside agency contracted by the school to identify candidates for the Board of Directors.

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

Attachment B.2.1, Committee member names, resumes

Please see attachment B.2.1

Attachment B.2.2, Committee members' response to questionnaire

Please see attachment B.2.2

Narrative B.2.3, Members' association with other charter schools

None of the members of the Committee to Form will have any ownership interest in the facility the school will lease. Jerad Hunsaker, current superintendent and Vice-President of the Board, of Hillcrest Academy in Arizona, will resign his position(s) and move back to Las Vegas upon charter approval. Mr. Hunsaker will have no further connections to Hillcrest Academy. None of the other members of the committee have any affiliation with any other charter school in Nevada. Kris Johnson,

will not be relocating to Nevada and will not be continuing in any role with Acadia beyond the committee to form.

Attachment B.2.4, *Assurances*

Please see attachment B.2.4

B.3: Management and Operation

Narrative B.3.1, Organizational structure

It shall be the responsibility of the governing body to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary parameters set by the governing board. The principal will maintain the day-to-day operations of the school and serve as the instructional leader of the school, selecting teaching personnel and identifying and special staffing needs. As such, the Board will locate a Principal by recruiting talented individuals who have knowledge of and experience with instructional, educational, and school site matters.

Narrative B.3.2, Key management positions responsibilities

The school's on-site administration consists of the principal and/or administrative support staff that is responsible for the curriculum development, working with the teaching staff, and addressing student-related issues. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The principal will be an employee of the school, not an employee of an Educational Management Organization. The principal, with the support of the administrative staff, will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school.

At the time the school would need to consider a new candidate for the principal position, the school's governing board will implement a plan to identify qualified candidates for the administrative positions at the school. Using job placement ads in national industry publications and local

advertising/marketing such as Education Week and, if possible, the Clark County School District's Human Resources Division website, the school's governing body will develop a of highly qualified candidates meeting all state and local school district standards and qualifications.

Applicants will be screened by a team of professionals, including the governing board, trained to identify the individuals best suited to carry out the mission of the school. Background checks and fingerprinting will be completed in accordance with NRS 386.588.

At minimum, the governing board will seek an individual who has: extensive administrative (preferably in a school setting) and teaching experience; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of diverse student population; positive evaluations from previous administrative position(s); letters of recommendation; and excellent communication skills.

Attachment B.3.3, Organizational chart

Please see attachment B.3.3

Narrative B.3.4, How carry out laws

It is the responsibility of the Board of Directors to carry out the provisions of NRS 386.500 to 386.610. It shall be the responsibility of the Board of Directors to know the law and regulations governing the school, attend conferences and technical assistance meetings, avoid conflicts of interest, assign students' interests and academic achievement as the top priority of the school, maintain a diverse governing body, maintain accountability and transparency in all operations, and cooperate with the Board's Sponsor. The Chair of the Board of Directors will assure that the training and orientation set forth in the Bylaws of Acadia Preparatory Academy will focus on preparing the Board of Directors to fulfill these responsibilities. The Board will retain independent legal counsel and seek advice and assistance from legal counsel when any issue is in doubt.

Narrative B.3.5, Dispute resolution

In the event a dispute arises between a charter school sponsored by the State Public

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

Narrative B.3.6, *Kind of school*

Acadia Preparatory Academy will operate as a primary educational facility offering instruction from kindergarten to eighth grade.

Attachment B.3.7, Lottery description

Please see attachment B.3.7

Narrative B.3.8, Outside help with application

This application was prepared with assistance from Kris Johnson (professional charter consultant), Jerad Hunsaker (Superintendent of Hillcrest Academy Arizona). Their resumes are attached as Attachment B.2.1. No other outside help was solicited.

Narrative B.3.9, Limiting enrollment

School enrollment will not be limited, except as necessary to conform to the capacity of the school's facility and to designate the number of students per grade (which will be determined by the board based upon considerations such as staffing and demand for enrollment).

B.3.10: Educational Management Organization (EMO), CMO, ESP (if applicable)
Not Applicable

B.3.11: Distance Education
Not Applicable

B.4: Staffing and Human Resources

Narrative B.4.1, *Staffing plan*

In the first year of operation, the school anticipates an initial enrollment of 600 students. To staff for this enrollment, the school anticipates hiring a principal, an assistant principal, one administrative office manager, one front desk secretary, twenty-four teachers, and three teachers' aides. This staffing level provides for 24 classroom teachers with a student ratio of 25 to 1, three specialists teaching courses such as art, physical education, technology, and one special education teacher. This staffing structure is sufficient for accomplishing the educational programs planned for the school. Teacher aides will assist in providing differentiated instruction in break-out groups and administering regular, individual assessments to track student progress.

The second year, the school anticipates an increase in enrollment to a total of 900 students. The increased enrollment will require, twelve additional teachers and one additional part-time aide. This maintains a teacher student ratio of 25 to 1 and enables the school to continue the same specialist class and teacher's aide schedule.

As the school facility has not yet been located, additional increases in enrollment are difficult to predict. However, staffing increases will be proportionate to the increase in enrollment as set forth in the year two figures listed above.

In order to recruit highly qualified and successful teachers, the school will:

- Recruit teachers through the Nevada Department of Education and (if possible) Clark County School District websites;
- Place ads in local publications; online employment websites; and
- Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns, whenever possible (as a means to train and recruit potential staff).

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth.

Teacher retention will be a focus and responsibility of both the board and the school administrator. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will be offered to teachers and staff to ensure their retention and employment satisfaction. Teacher's input will be valued. Accordingly, they will be provided opportunities for shared decision making with the school principal. All faculty and staff members employed by the school will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The school will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Narrative B.4.2, Employment contract negotiation

Acadia Preparatory Academy will comply with NRS 386.595 in the negotiation of all contracts for employment with the school. A standard employment agreement will be developed with the assistance of legal counsel and utilized for the employment of licensed personnel. Individual variances in employment term or salary will be negotiated by the hiring authority, typically the school principal, remaining within the budgetary parameters set by the board of directors.

Narrative B.4.3, Instructor qualifications

The school will ensure that persons who provide instruction at the school comply with Nevada licensure requirements. The U.S. Department of Education and the No Child Left Behind Act of 2001 require all core academic subject teachers be "highly qualified." To become "highly qualified", a teacher must hold a Nevada teaching license in the appropriate area. The school will not employ an individual to provide instructional services if the individual's certificate or license as an Acadia Preparatory Academy educator is suspended or revoked by this or any other state.

All employees at the school will undergo screening and background checks in accordance with state and local school district laws and regulations. The school will seek candidates who demonstrate, at minimum, the following qualifications:

- Educational background: Bachelor's degree or higher in field;
- State certification for the required position;
- Excellent presentation and interpersonal skills;
- Satisfactory recommendation and/or evaluations from previous employer;
- Personal characteristics, knowledge, and belief in the school's mission;
- An ability and motivation to work as part of a team in a small-school setting with parental involvement; and
- Positive references/letters of recommendation

A screening committee comprised of school administrators, teachers and lead staff will interview potential employees. Initial screening interviews will be held, credentials will be verified and official recommendations to hire will be made to the principal, who will make the final hiring decision for faculty and support staff.

Narrative B.4.4, Teacher evaluations

The teacher evaluations practices and procedures will comply with NRS. 391.3125 and model the CCSD regulations.

Administrators may complete an appraisal of an employee's performance at any time. The following are required:

1. Each post probationary employee shall receive a written evaluation on or before April 15 of each year.
2. Each probationary employee shall be evaluated in writing at least three times each year no later than December 1, February 1, and April 1.
3. The primary purpose of an evaluation is to provide a format for constructive assistance. Evaluations, while not the sole criteria, must be used in the dismissal process.
4. Whenever an administrator charged with the evaluation of a probationary employee believes the employee will not be reemployed for the next school year, he/she shall bring the matter to the employee's attention in a written document which is separate from the evaluation no later than February 15. The notice must include the reasons for the potential decision not to reemploy or refer to the evaluation in which the reasons are stated. This notice is not required if the probationary employee has received a letter of admonition at any time during the current school year.

At the beginning of each school year, the supervising administrator shall provide each employee with the procedures to be used for supervision and appraisal of employee performance.

1. Principals are expected to make frequent observations and to maintain a log of these observations.
2. A conference shall be held whenever there is a need and prior to placing an evaluation document in the employee's file.
 - a. A copy of such document shall be provided to the employee.

- b. If the employee wishes to make a written response to the Appraisal Report, the employee must check the appropriate space. The response must be made on a Report of Employee Response.
 - c. When a response has been received, the supervising administrator shall sign the appropriate space on the appropriate Appraisal Report and indicate the date when the response was received.
 - d. If the employee writes a response to an evaluation document, it shall remain with the document so long as the document is on file.
3. Any observation that results in an unsatisfactory written evaluation or direction for change shall be called to the employee's attention in writing within twenty (20) working days after the observation.
4. The employee shall sign the appropriate appraisal or supervisory form as an indication that the employee has read the contents, has had an opportunity to discuss it with the administrator, and has received a copy of the form.
 - a. The signature acknowledges receipt of the form.
 - b. The signature does not indicate that the employee agrees with the opinions or statements made by the administrator.
5. If the employee refuses to sign the form, the employee or the administrator shall indicate the reason for the refusal on the evaluation report. Such refusal may be grounds for disciplinary action.
6. The evaluation of a teacher must, if necessary, include recommendations for improvements in performance. A reasonable effort must be made to assist the teacher to correct any deficiencies noted in the evaluation.

Narrative B.4.5, Administrator information, if applicable

An Administrator has not yet been selected for Acadia Preparatory Academy.

Narrative B.4.6, Administrator position description

The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the governing board. The principal will maintain the day-to-day operations of the School and serve as the instructional leader of the school.

The school's principal and/or administrative support staff is responsible for the curriculum development, working with the teaching staff, completing all teacher evaluations, oversight of all state mandated testing, and addressing student-related issues. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school

Narrative B.4.7, Employing administrators

At the time the school would need to consider a candidate for the principal position, the school's governing board will implement a plan to identify qualified candidates for the administrative positions at the school. Using job placement ads in national industry publications and local advertising/marketing such as Education Week and, if possible, the Clark County School District's Human Resources Division website, the school's governing body will develop a database of highly qualified candidates meeting all state and local school district standards and qualifications.

Applicants will be screened by a team of professionals, including the governing board, trained to identify the individuals best suited to carry out the mission of the school. Background checks and fingerprinting will be completed in accordance with NRS 386.588.

At minimum, the governing board will seek an individual who has: extensive administrative (preferably in a school setting) and teaching experience; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of Acadia Preparatory

Academy's diverse student population; positive evaluations from previous administrative position(s); letters of recommendation; and excellent communication skills.

In the event of a vacancy in an administrator position, the school will utilize the database used during the initial recruitment process to identify a suitable individual to fill the vacant position.

In addition, the school will consider potential candidates who already work at the school.

The board interviews and hires the school principal and will ensure that all administrators are highly qualified and match the needs of the school and its students. The principal will be an employee of the school, not an employee of the Educational Management Organization.

Narrative B.4.8, Employing instructors/others

The school will ensure that faculty members are highly-qualified, licensed and/or certified as applicable and appropriate within Nevada state laws and match the learning needs of its students.

The school administrator will be primarily responsible for interviewing teacher candidates.

Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that the school will serve

Narrative B.4.9, Licensed and non-licensed staff, if applicable

At this time the board has not hired any licensed or non-licensed staff. All licensing requirements will be followed during the hiring processes. Licensed employees shall include any employee subject to NRS Chapter 391. Those include licensed administrators and non-administrators, including but not limited to teachers, specialist, counselors, psychologists, and nurses.

C.1: Budget

Attachment C.1.1, *Budget*

Please see attachment C.1.1

Attachment C.1.2, *Budget narrative*

Please see attachment C.1.2

Attachment C.1.3, Cash flow statement

Please see attachment C.1.3

Narrative C.1.4, Chart of Accounts assurance

Acadia Preparatory Academy will use the chart of accounts as so stated in [www.doe.nv.gov/NDE Offices/Support/NDE Chart of Accounts](http://www.doe.nv.gov/NDE_Offices/Support/NDE_Chart_of_Accounts).

Attachment C.1.5, Pre-opening budget

Please see attachment C.1.5

Narrative C.1.6, Contingency plan for financial challenges

The fiscal year is from July 1 to June 30. All money received by the School will be deposited in a Nevada financial institution. The committee believes the school will need a minimum of 300 students in the first year of operation to start the school. Should there be cash flow challenges, instructional personnel would be reduced and instructional assistants would be eliminated. The average teacher salary would be reduced an appropriate percentage on a temporary basis. The negotiated lease allows for a delay in initial payments of two months to offset some startup costs or account for less than anticipated enrollment. Insofar as is practical, all purchases and contracts will be reduced – from texts to technology to furniture. By reducing most costs to reflect a true enrollment number, the school would be able to maintain a small surplus at the end of the year. The school would also seek to increase revenues by renting out the facility on a Sunday to a local church, or seek to increase fundraising efforts and donations.

C.2: Financial Management

Narrative C.2.1, Financial responsibility

Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm, Acadia Preparatory Academy will maintain the school's bookkeeping, financial reporting, and financial liability. The principal of the school (to be determined) will supervise the day to day cash collections at the school.

Narrative C.2.2, Closing procedures

The governing body of the school will comply with NAC 386.335 and NRS 386.536 upon closure of the charter school. The following procedures will be handled as follows:

1. The governing body of the School will appoint and administrator subject to the approval of the SPCSA to act as a trustee during the process of closure and for one year after the date of closure.
2. Not less than 30 days before the closure of the charter school the governing body of the charter school will submit written notice of closure to the SPCSA and the employees of the charter school. The notice will include reason for the closure, date of said closure and date of the meeting of the governing body on which the determination was made to close the charter school. It will include the name of school administrator along with contact information.
3. Not less than 30 days before closure of the charter school; the governing body of the school will instruct the registrar of the charter school to complete the following:
 - A. Contact by regular mail the parent or legal guardian of each pupil enrolled in the charter school. The notice to parents will include information on how the pupil may transfer to another public school and the manner in which records of that pupil will be transferred;
 - B. Contact the board of trustees of each school district in which a pupil in the charter school resides. This correspondence will include written notice of the closure of the charter school and notification that the school district may receive students for enrollment upon the closure.
 - C. The charter school registrar will ensure that all information required by NRS 386.650 for inclusion in the automated system of accountability information of Nevada is current to the date of the closure.

4. Not less than 30 days before the closure of the charter school, the governing body will submit to the sponsor of the charter school the following:
 - A. All records of indebtedness of the charter school, if any and any property of the charter school that is encumbered;
 - B. Return any remaining restricted assets to their source, such as grant money and money contained in restricted categorical funds;
 - C. Create a current and projected payroll and payroll benefits commitment, listing each employee, each employment position and the amount of money required to satisfy existing contracts;
 - D. Report of the income tax documentation for the employees of the charter school;
 - E. Ensure that outstanding obligations of the charter school are settled after closure of the charter school, including without limitation, unemployment compensation, employee benefits, and resolution of the lease agreement for the charter school, if applicable, and final balances for utilities and other costs.
5. Not later than 6 months after closure the charter school governing body will provide an independent audit, including, without limitation, the net assets and net liabilities of the charter school; and the annual report of budget required by NRS 386.600.
6. The governing body of the charter school shall ensure that all money received by the charter school from the state of Nevada that is unencumbered is returned to the Department and placed in an escrow account for the purpose of satisfying any outstanding obligations of the charter school. One year after the establishment of the escrow account, the Department will transfer the balance remaining in that account to the State Distributive School Account created pursuant to NRS 387.030.

7. The sponsor shall conduct a physical inspection upon closure of the charter school to confirm that all equipment, supplies and textbooks identified in the inventory of the charter school maintained pursuant to NAC 386.342 are on the premises of the charter school. A current copy of the written inventory is to be provided to the sponsor of the charter school. The inventory will identify the source of money used to purchase each item, the name of the entity that donated the item and/or the owner of the item, as applicable.
8. Upon closure of the charter school, the governing body will ensure that if the charter school used money received from the sponsor of the charter school, the State of Nevada or the federal government to purchase equipment or supplies, the equipment and supplies will remain on the premises of the charter school, unless the charter school is directed otherwise by the sponsor of the charter school, the State or the federal government, as applicable. Such equipment and supplies may only be removed by the charter school sponsor, the State or the federal government.
9. Additionally, if a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the Sponsor of the School or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

Narrative C.2.3, *Audit firm*

At this time Acadia has contacted De Joya Griffith, CPA regarding accounting and audit services.

2580 Anthem Village Drive, Henderson NV 89052 702-563-1600

Narrative C.2.4, *Nevada bank*

Upon application approval a local Nevada bank account will be opened. As the school as of yet does not have a particular relationship established with a bank, a bank will be chosen in close proximity to the school and will be based on local bank programs that are friendly to nonprofits and schools.

Narrative C.2.5, *Fees, Charges*

There will not be any tuition fees charged to students attending the school. Should the governing board determine to offer summer school, all day kindergarten, or other after school programs not funded by the state then an appropriate fee will be charged for the same. Nominal fees may apply to field trips, library use, and events.

Narrative C.2.6, *Person to draw orders for payment of school's money*

The person designated to draw all orders in pursuant to NRS386.573 for the payment of monies belonging to the charter school is to be determined by the governing body. It is contemplated that such person will be the principal/Administrator. As a principal/Administrator is yet to be named, the name and qualifications of the person designated to draw all orders for payment is not yet available. The school will work closely with the account and auditing firm to handle financial liabilities and to assist in setting proper financial checks and balances.

Narrative C.2.7, *Minimum number of enrolled pupils required*

The minimum number of enrolled pupils required to operate is 300.

C.3: Facilities

C.3.1 New Site Built Facility

The committee has not yet secured a facility; however, School intends to purchase land and build to suit. As such see below as required Element NAC 386.140(4)(a-f)

(A) In the proposed area(s) there are no suitable facilities that are properly zoned for school use and will remain available for occupancy in August 2015. The committee members have been working

with real estate agents, developers, and other local agencies to purchase land and build to suit a new school facility. It is anticipated to identify and purchase land upon approval of its application.

(B) The school has currently engaged a leasing agent and is looking for a suitable building to lease. There is no affiliation between the broker and any members of the formation committee. The board will require a clause in the lease and the management contract that one is not contingent upon the other. The market analysis the school considers to find a facility is four fold: first, the school will designate a specific area for the facility; second, a certain amount of acreage and square footage for the facility; third, the property has to be properly zoned and permitted; fourth, the lease rate has to fit the budget. This approach allows the school to quickly identify buildings and properties that work within the parameters set and provide a point of comparison to assess proper market values.

1. The committee is currently considering many different sites but will select the appropriate site based upon size and affordability with the intent to build a new facility.
2. The committee intends to identify the school site upon approval of application. Pre-Funding approval has already been completed. Upon application approval, land would be purchased and building designs would be completed. All permits and pre-inspections would be obtained by January 15, 2015. Construction would be completed by July 1, 2015. The equipment for the facility would be obtained by August 1, 2015 to furnish the school. The personnel to run the school would be selected by June 1, 2015 with a start date in August 2015.

(C) The school plans to open in August 2015.

(D) The equipment at the school will be typical of an elementary school. The school will have an administrative area with desks, phones and computers. Each class will have whiteboards, computers, desks for each student and teacher. The cafeteria will have a warming room to serve lunch and the facility will retain space for storage of supplies.

(1) Office furniture and equipment will be typical of that seen in most charter schools, including administration desks, chairs, filing cabinets, book cases, tables, etc. School already has an established relationship with Staples to purchase these items. All classrooms will be equipped with white boards, tack boards and Interactive Mimio software (similar to Smart Boards).

(2) All teachers and administration will have computers and telephones as typically seen in a school environment.

(3) Musical instruments will be provided by musical grants available. School will purchase minor musical instruments like recorders, bells, and drums. The School will also purchase a piano for music instruction and performances.

(4) School will not have a machine shop, and as such, will not be purchasing or acquiring such equipment.

(5) All supplies and other necessary equipment will be purchase as identified by administrator and teachers.

(E) Acadia Preparatory Academy, has contacted two insurance carriers and will provide upon initial approval a copy of insurance with the following criteria:

1. Except as otherwise provided in subsection 4 of NAC 386.140, a committee to form a charter school shall obtain insurance from an authorized insurer as follows:

(a) Industrial insurance coverage in accordance with the applicable provisions of the Nevada Industrial Insurance Act, chapters 616A to 616D, inclusive, of NRS.

(b) Except as otherwise provided in subsection 2, general liability insurance with a minimum coverage of \$1,000,000. The general liability insurance policy must include coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds as follows:

- (1) The sponsor of the charter school;
 - (2) All employees of the charter school, including, without limitation, former, present and future employees;
 - (3) Volunteers at the charter school; and
 - (4) Directors of the charter school, including, without limitation, executive directors.
- (c) Umbrella liability insurance with a minimum coverage of \$3,000,000.
 - (d) Educators' legal liability insurance with a minimum coverage of \$1,000,000.
 - (e) Employment practices liability insurance with a minimum coverage of \$1,000,000.
 - (f) Employment benefits liability insurance with a minimum coverage of \$1,000,000.
 - (g) Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of \$1,000,000.
 - (h) If applicable, motor vehicle liability insurance with a minimum coverage of \$1,000,000.
 - (i) If applicable, liability insurance for sports and athletic participation with a minimum coverage of \$1,000,000.

(F) Varsity Charter Development, Lawson Financial, Locke Financial and Charter Direct School Systems will work together to finance, develop and furnish a new school for Acadia Preparatory Academia, based on the preliminary approval of a Nevada Charter. Further documentation will be provided upon request.

Submit the estimate of the cost of insurance as **Attachment C.3.2**

See Attachment C.3.2 Estimate of Cost of Insurance

C.4: Transportation, Health Services and Emergency Services

Narrative C.4.1, *Transportation*

The school will not provide transportation for the students to and from school. The school will encourage parent to carpool but will not be directly involved with a carpool program.

Narrative C.4.2, *Health services*

The school will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained (A.3.13). A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract is not available at this time, but will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in Kindergarten, third grade, and sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in fourth and seventh grade. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

Narrative C.4.3, Immunization records

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

Attachment C.4.4, *Emergency drills*

The school will comply with all state and local school district fire safety codes and regulations. Pursuant to NRS 392.450(3), the school facility will have all required emergency exits and signage will be placed throughout the building. Pursuant to NRS 392.450(1), evacuation drills will be conducted for students and school staff monthly, to instruct all staff and students of the appropriate and expected procedures in the case of a fire or other emergency. To comply with NRS 392.450(2), the local fire department will be requested to supervise the drills. In accordance with NRS 392.450(4), the principal shall be responsible for implementing the above.

The facility will be in compliance with all requirements of the Americans with Disabilities Act, section 504, and all other applicable federal, state, and local laws. The School will implement a Security Action Plan as articulated in its Crisis Response Plan (attachment 42) and in its' staff handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the Sponsor to provide the safest school possible for the

staff and students, and will incorporate all the applicable and appropriate Sponsor-approved emergency efforts in order to maintain a safe school environment.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Accordingly, faculty and staff will be trained on the administration of first aid and CPR (A.3.13). Staff will also be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans 460 will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

See Attached Plan Attachment C.4.4

Attachment C.4.5, Emergency management plan

If transportation will be provided, submit the policies/procedures as **Attachment C.4.6**

N/A

If the school will contract for health services, submit the contract as **Attachment C.4.**

N/A

Attachment A.3.2, Schedule of courses

Grade Level	Schedule of Courses Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology Spanish
First	Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology Spanish
Second	Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology Spanish
Third	Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology Spanish

Fourth	Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology Spanish
Fifth	Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology Spanish
Sixth	Core Courses Reading English/Language Arts Mathematics Science Social Studies Elective Courses Choose 2 Physical Education Health Music – Instrumental Music - Vocal Visual Arts Computer and Technology Spanish
Seventh	Core Courses Reading English/Language Arts Mathematics Science Social Studies Elective Courses Physical Education Career and Decision-Making Skills Health Music – Instrumental Music – Vocal

	Visual Arts Computer and Technology Spanish
Eight	Core Courses Reading English/Language Arts Mathematics Science Social Studies Elective Courses Physical Education Career and Decision-Making Skills Health Music – Instrumental Music – Vocal Visual Arts Computer and Technology Spanish

Course Descriptions and Alignment Assurance

English Language Arts

Provide a Course Name and brief description of the course for each grade level being offered at the proposed school: Example: 2nd grade: Language Arts: This course is designed to help students build grammar skills and continue to build reading and decoding skills with a focus on reading comprehension, sequencing, and literary response. Students will begin to learn elements of the writing process and concentrate on listening and speaking skills.

Course Name and Description for each grade level being offered at the proposed school:

Kindergarten:

Language Arts: This course is designed to help Kindergarten students learn about the alphabet and its role in reading. They work on mastery of rhyming, matching words with beginning sounds, and blending sounds into words. Kindergarten students begin to experiment with writing and use a combination of drawing, dictating, and writing letters to share information, ideas, and feelings.

1st grade:

Language Arts: This course is designed to help students become more independent readers and writers. They continue to learn and practice rules for recognizing the sounds that make up words and sound out more complex words. Students learn the main ideas of simple stories. When writing and speaking, students use language appropriately using complete sentences and spelling words with increasing accuracy.

2nd grade:

Language Arts: This course is designed to help students gain more skills in reading, writing, speaking, and listening. Focus is on the foundations of literature and informational text. Students are expected to read passages for comprehension and fluency. Writing skills and listening and speaking skills are emphasized as students are expected to write persuasively with evidence and present their work.

3rd grade:

Language Arts: This course is designed to teach to read with fluency and comprehension for the reading demands in later grades. Recognizing and understanding words enable students to read increasingly challenging stories and books and build knowledge about the world. Students write clear sentences and paragraphs on a range of topics, drawing on expanding vocabulary. Students are expected to write informative texts; examining topics and providing ideas and information clearly.

4th grade:

Language Arts: This course is designed for students to learn to build strong reading skills to read challenging expository material. Students make important strides in their ability to explain plainly and in detail what a book is about as well as its structure and make up. Students are required to write effective summaries, book reports, and descriptions of characters or events that use correct grammar and punctuation. Emphasis on this course is the ability of students to read and comprehend across all content areas in expository and informational text.

5th grade:

Language Arts: This course is designed to teach students read widely and deeply from a range of high-quality, increasingly challenging fiction and nonfiction from diverse cultures and time periods. Five paragraph essays are required for all courses using the six traits rubric to determine adequacy of prose. Student's primary reading is persuasive and informational text at increasing lexile levels for fluency and comprehension. Reading for learning and writing for communication are a core requirement at this level.

6th grade:

Language Arts: Students in this course are focusing on deeper understanding of textual structures and evidence. Students are expected to analyze and synthesize text for information that includes learning about how authors try to influence readers and find reasons to support their ideas. Focusing on how authors make their points and support their arguments with evidence and reasoning helps sixth grade

Attachment A.3.3, Course descriptions and alignment with standards

students sharpen their ability to write and speak with more clarity and coherence. Students also will expand their vocabularies and use new words in their stories, reports, and essays.

7th grade:

Language Arts: This course develops students' ability to analyze, define, compare, and evaluate ideas when reading, writing, speaking, and listening. Students continue to analyze how themes in fiction and nonfiction develop over the course of a book or article. Readings will include classic and contemporary pieces that represent diverse perspectives. Seventh grade students' ability to cite specific evidence when offering an interpretation of a text matures. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to readers or listeners or constructively evaluating others' use of evidence

8th grade:

Language Arts: This course is designed to strengthen students' critical reading and writing skills. In eighth grade English, students learn to understand precisely what an author or speaker is saying. They learn to question an author's or speaker's assumptions and assess the accuracy of his or her claims. Students report findings from their own research and analysis of sources in a clear manner.

Math

Provide a Course Name and brief description of the course for each grade level being offered at the proposed school: Example: 7th grade: Pre-Algebra: This course reinforces arithmetic skills, developing the pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations. Students will be introduced to algebraic symbolism, simplifying expressions, solutions to elementary equations, and the graphic representations associated with variables.

Course Name and Description for each grade level being offered at the proposed school:

Kindergarten:

Mathematics: This course is designed to teach students that: 1) representing, relating, and operating on whole numbers, initially with sets of objects; 2) describing shapes and space. Focus is on number sense and simple number combinations.

1st grade:

Mathematics: This course is designed to teach students in four critical areas: 1) developing an understanding of addition, subtraction, and strategies for addition and subtraction within 20; 2) developing understanding of whole number relationships and place value, including grouping in tens and ones; 3) developing understanding of linear measurement and measuring lengths as iterating length units; and 4) reasoning about attributes of, and composing and decomposing geometric shapes.

2nd grade:

Mathematics: This course is designed to teach students four critical concepts throughout the course of the year: 1) extending understanding of base-ten notation; 2) building fluency with addition and subtraction; 3) using standard units of measure and; 4) describing and analyzing shapes. All of these concepts build on prior knowledge and abilities.

3rd grade:

Mathematics: This course is designed to teach students to develop their understanding of the number system and place value. Students must demonstrate immediate recall of addition, subtraction, and multiplication facts and identify, read, and write simple fractions. These skills are necessary for increasing numerical fluency for later concepts. Students focus on their proficiency in solving problems involving money and temperature and describe and compare plane figures.

4th grade:

Mathematics: This course is designed to extend students learning of multiplication and division of whole numbers. Focus on measurement problems involving area and perimeter, money notation, and elapsed time. Students expand their understanding of geometry concepts to include symmetry, congruence, and

Attachment A.3.3, Course descriptions and alignment with standards

the coordinate plane.

5th grade:

Mathematics: This course is designed to design surveys and collect, display, and analyze data to draw conclusions and make predictions. Algebraic reasoning develops as students identify, describe, and represent patterns and relationships in the number system. Students use spatial sense and geometric concepts to develop an understanding of the relationship between two- and three-dimensional figures.

6th grade:

Mathematics: This course is designed to develop a higher level of understanding of previously introduced mathematical content, including place value, whole number algorithms, estimation, patterns, and problem solving; to acquire skills in the use of new processes and their applications including decimal and fraction algorithms, ratio, percent, measurement, and geometric concepts. Students will approach mathematical content through processes, which focus on problem solving, communication, reasoning, and use of technology, manipulative, and other visual tools will be incorporated into instructional design. As an integrated part of instruction, communication skills will be developed through note taking, student presentations, and connections, to problems relevant to student experiences. Mathematics is a required course for all sixth grade students.

7th grade:

Mathematics: This course is designed to focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) performing operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings, geometric constructions, and surface area and volume; and (4) drawing inferences about populations. The Math 7 course prepares students for pre-algebra the following year.

8th grade:

Mathematics: This course is designed for students to increase mathematical fluency in problem solving, logic, reasoning, and effective communication in the study of patterns, functions, and algebra. This course builds on the concepts of rational and irrational numbers, data analysis, probability, geometry, measurement, spatial relationships, patterns, and algebraic concepts. Emphasis will be placed on abstract algebraic methods and strategies for solving complex problems. The use of technology, including calculators and computer software, is a required component of this course.

Science

Provide a course name and brief description of the course for each grade level being offered at the proposed school: Example: 5th grade: Science: The course concentrates on the concepts of Change and Cause and Effect. Students will learn about the constantly changing Earth's surface. They will investigate physical and chemical changes in matter. They will begin to relate causes for changes with their effects. Students will have opportunity to investigate the effects of various forces, such as magnetism and electricity upon materials.

Course Name and Description for each grade level being offered at the proposed school:
<p>Kindergarten: Science: This course introduces the concepts of life, earth and physical science. Kindergarten students focus on exploring the world around them. They learn to make and share questions and observations, interact with various materials and their characteristics. Students learn to keep records of weather patterns and seasonal changes over time and are introduced to the concepts of measurement and recording.</p>
<p>1st grade: Science: This course focuses on students learning to share observations about the natural world in terms of creating hypothesis, leading investigations and recording results through science investigations. They collect information and keep records about plants and earth materials; learning to explore and use scientific tools.</p>
<p>2nd grade: Science: This science course focuses on students learning to record their observations, investigations, interactions with solids and liquids, living things and their habitats, and weather. They work collaboratively to develop questions, make predictions and gather evidence. Students will continue to use tools for safely collecting data and sharing information. They learn to create charts and labeled illustrations for sharing data.</p>
<p>3rd grade: Science: In this science course our students observe and record the characteristics of rocks and minerals, sound, and ecosystems. They investigate the interactions among living things and between living and non-living things. Tools and technology are used to gather, record, share, and justify information and explanations. Evidence is used to make predictions and justify explanations. Students work collaboratively to develop questions and do science investigations.</p>
<p>4th grade: Science: This course focuses on students learning to deepen their science observation, record-keeping, and collaborative skills as they explore water, the water cycle, human body systems, and electricity and magnetism. They study the contributions of scientists and experience the process of inventing. Observations and predictions about our Solar System, the Sun, and the Moon are made.</p>
<p>5th grade: Science: This course focuses on students learning to develop scientific investigations on energy and matter, environments, landforms and resources. The impact of famous scientists and their contribution to discovery is investigated in depth. Students are required to keep ongoing records of their investigations, data, variables, and evidence. They justify statements, predictions, and explanations with evidence.</p>
<p>6th grade: Science: This course is designed to teach students ways of understanding the living systems on Earth. Students will learn an advanced aspect of scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Critical thinking, collaboration, accuracy, and communication skills will be used as students develop a foundation for scientific literacy.</p>
<p>7th grade:</p>

Attachment A.3.3, Course descriptions and alignment with standards

Science: This course enables students to focus on understanding Earth and space science systems. Students will learn advanced aspects of writing and formulating the scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter.

8th grade:

Science: This course is designed to teach students mastery of concepts in physical science and using explanations that extend understandings developed in previous science courses. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences.

Social Studies

Provide a course name and brief description of the course for each grade level being offered at the proposed school: Example: Kindergarten: Social Studies: This course is designed to help students learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories.

Emphasis is placed on helping students become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping students describe their location at school and at home.

Course Name and Description for each grade level being offered at the proposed school:

Kindergarten:

Social Studies: Kindergarten students learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. Students become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping students describe their location at school and at home.

1st grade:

Social Studies: Students in this course focus on learning the school, town, county, state, country they live in and are able to identify them on a map and explain similarities and differences in each. First grade students learn about their neighborhood and community. Students learn about their roles as members of a community and begin to recognize symbols, icons, and songs that reflect a common heritage. Students develop awareness of government, economic concepts of choice, and places on maps.

2nd grade:

Social Studies: This course is designed to help students learn the events and customs of our country including the local area in which they live. Students will identify how people work together to create communities joined by common practices students begin building a global perspective by looking at communities in their immediate area, around the country, and the world. Students determine what makes their country unique and then explores different traditions around the world.

3rd grade:

Social Studies: This course is designed to teach students the impact individuals and families contribute to the development of a community, our country and the world. Students will learn about famous individuals and how we continue to honor them today.

4th grade:

History of Nevada: This course is designed to teach students the development of our state from the earliest settlers to the current day. Students will learn about the influence of different people, the geography, the politics and the economy and the impact they had on our progress to a metropolitan community.

5th grade:

Early American History: This course is designed to help students learn about the social, geographic, political and economic factors in the development of the United States from the first settlers through Westward Expansion. The focus of study begins with the native inhabitants of the Americans through the building and expansion of our nation. They examine the impact of Constitutional issues on American

Attachment A.3.3, Course descriptions and alignment with standards

society by studying the ideas, documents, and events that were critical to building the foundations of American democracy.

6th grade:

Early Civilizations: This course is designed for students to learn about early civilizations through the Renaissance period in terms of geographic and political establishments of people; where they settled, what they did to survive and what systems were created for everyone to live together. Studies include economics, politics, geography and social systems covering the early civilizations to early renaissance..

7th grade:

United States History Part 2: This course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Students explore challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions.

8th grade:

World History: This course is the study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Students examine the scale of states, nations, countries, and continents creating connections to geographic conditions. Students learn concepts, patterns, and interdependent relationships that make our world diverse.

Curriculum Alignment to Nevada Academic Content Standards

The Charter School governing board attests that _____ is:
(Name of charter School)

- Currently fully aligned to the Nevada Academic Content Standards (Common Core Standards) in English Language Art (K-12).
- Currently fully aligned to the Nevada Academic Content Standards (Common Core Standards) in Mathematics (K-8) and working toward full implementation for grades 9-11 by 2014.
- Ready for the implementation of the Smarter Balanced Assessment Program.
- Moving toward full alignment to the new Nevada Academic Content Standards in Science (New Generation Science Standards).
- Currently fully aligned to the Nevada Academic Content Standards in Social Studies.

If you are unable to attest to these five things, please explain where in the process the school is currently, how full alignment will be obtained, and when full alignment will be completed.

The charter school governing board furthermore understands that changes to the curriculum that are of such a nature to cause the curriculum within the Charter Application to cease to be in operation are a material amendment. Material amendments require Authority approval. Pursuant to NRS 386.527(6) any material amendment to the Charter Contract or Written Charter will be effective only if approved in writing by the Authority. The proposed amendment must be submitted in a manner consistent with applicable law and regulation and defined in the Operations Manual. A material amendment shall not become effective and the Charter School shall not take action or implement the change requested in the amendment until the amendment is approved, in writing, by the Authority.

Charter School Name: _____

Board President Signature Date _____

School Administrator Date: _____

Attachment A.3.4, Typical daily schedule

Daily Schedule	Grades 6, 7, 8	Start Time	End Time	Length	
Required Classes	Period 1	8:00 AM	8:55 AM	55 min	
	English Language Arts	Period 2	8:57 AM	10:00 AM	63 min
	Math	Period 3	10:02 AM	11:05 AM	63 min
	Science	Period 4	11:07 AM	12:07 PM	60 min
	Social Studies	Lunch	12:10 PM	12:50 PM	40 min
		Period 5	12:57 PM	2:00 PM	63 min
	Period 6	2:00 PM	3:00 PM	60 min	
	Kindergarten- 5th				
		Start Time	End Time	Length	
	Period 1	8:00 AM	8:55 AM	55 min	
	Period 2	8:57 AM	10:00 AM	63 min	
	Period 3	10:02 AM	11:05 AM	63 min	
	Lunch	11:07 AM	11:47 AM	40 min	
	Period 4	11:47 AM	12:50 PM	63 min	
	Period 5	12:57 PM	2:00 PM	63 min	
	Period 6	2:00 PM	3:00 PM	60 min	

Attachment A.3.5, Courses to complete for promotion

To foster the academically rigorous environment emphasized in the school's mission, the promotion requirements for the school will exceed the NRS prescribed promotion guidelines. Pupils must meet specific levels of performance in order to be promoted as outlined below. For each pupil who is not meeting grade level performance levels and is at risk for retention, the parent/guardian will be notified in a timely manner to provide opportunities for intervention and remediation. At the end of the year, the pupil's data will be reviewed in conjunction with the parent/guardian and a determination of grade level retention will be made.

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

Acadia Preparatory Academy



Page: 1 of 3
Date of Issue: 27 MAY 2008

Name : TAN YONG GUAN

2005/2006

DIPLOMA IN ELECTRONICS, COMPUTER & COMMUNICATION ENGINEERING
STAGE 1A FULL-TIME SEMESTER 1

Module Code	Module Name	Exam Grade	Credit Units
ET0083	STRUCTURED PROGRAMMING	A	4.00
SP0301	CHARACTER DEVELOPMENT	A	2.00

ALLOWED TO CONTINUE IN THE COURSE

Semester GPA: 4.000
Cumulative GPA: 4.000

2005/2006

DIPLOMA IN ELECTRONICS, COMPUTER & COMMUNICATION ENGINEERING
STAGE 1B FULL-TIME SEMESTER 2

Module Code	Module Name	Exam Grade	Credit Units
BA012B	PERSONAL FINANCIAL PLANNING	A	2.00
ET0085	CADD	B	2.00
ET080Z	PRINCIPLES OF ELECTRICAL & ELECTRONIC ENGINEERING	DIST	13.00
ET081Z	DIGITAL ELECTRONICS	A	8.00
ET082Z	PROJECT 1	A	6.00
LC0318	CRITICAL REASONING SKILLS	C+	2.00
MS510Z	ENGINEERING MATHEMATICS 1	DIST	8.00
SP0302	INNOVATION, DESIGN & ENTERPRISE IN ACTION	DIST	2.00

ALLOWED TO CONTINUE IN THE COURSE

Semester GPA: 3.884
Cumulative GPA: 3.898

**INSTRUCTIONAL MATERIALS / TEXTBOOKS
NEVADA STATE BOARD APPROVED LIST
From: August 2012 - May 2014**

Last Updated: June 11, 2014

Title of Instructional Material	Author	Publisher	ISBN #	Subject	Grade Level	Date Approved
World Geography and Cultures	Richard Boehm	School Education Group/McGraw-Hill Education	978-8-00-7879995-2	World Geography 8	8th Grade	August 2012 (expires June 2019)
Adventures in Japanese 4	Hironmi Peterson and Naomi Hirano-Omizo	Cheng & Tsui Company	978-0-88727-546-3	Foreign Language; Japanese IV Honors	High School	June 2013 (expires June 2020)
Perocorsi Volume One	Francesca Italiano and Irene Marchegiani	Prentice Hall	978-0-13-260132-0 0-13-260132-X	Foreign Language; Italian II Honors	5th Grade - High School	June 2013 (expires June 2020)
Perocorsi Volume Two	Francesca Italiano and Irene Marchegiani	Prentice Hall	978-0-13-260132-0 0-13-260132-X	Foreign Language; Italian II Honors	6th Grade - High School	June 2013 (expires June 2020)
Perocorsi Volume Three	Francesca Italiano and Irene Marchegiani	Prentice Hall	978-0-13-260139-9 0-13-260139-7	Foreign Language; Italian III Honors	High School	June 2013 (expires June 2020)
Prentice Hall Health	Pruitt, Allentrante, Prothrowo-Smith	Pearson Education Inc., publishing as Prentice Hall	13-978-0-13-367250-3 0-13-367250-6	Health	High School	June 2013 (expires June 2020)
Glencoe Teen Health Nevada Edition	Bronson, Cleary, and Hubbard	McGraw-Hill	978-0-02-138542-3 0-02-138542-4	Health	8th Grade	June 2013 (expires June 2020)
Go Math	Juli Dixon, Miriam Leiva, Matt Larson, Thomasesia Lott Adams	Houghton Mifflin Harcourt	978-0-547-58780-6	Mathematics	Kindergarten	August 2013 (expires June 2020)
Go Math	Juli Dixon, Miriam Leiva, Matt Larson, Thomasesia Lott Adams	Houghton Mifflin Harcourt	978-0-547-58779-0	Mathematics	1st Grade	August 2013 (expires June 2020)

Title of Instructional Material	Author	Publisher	ISBN #	Subject	Grade Level	Date Approved
Go Math	Juli Dixon, Miriam Leiva, Matt Larson, Thomasenia Lott Adams	Houghton Mifflin Harcourt	978-0-547-58790-5	Mathematics	2nd Grade	August 2013 (expires June 2020)
Go Math	Juli Dixon, Miriam Leiva, Matt Larson, Thomasenia Lott Adams	Houghton Mifflin Harcourt	978-0-547-58785-1	Mathematics	3rd Grade	August 2013 (expires June 2020)
Go Math	Juli Dixon, Miriam Leiva, Matt Larson, Thomasenia Lott Adams	Houghton Mifflin Harcourt	978-0-547-58783-7	Mathematics	4th Grade	August 2013 (expires June 2020)
Go Math	Juli Dixon, Miriam Leiva, Matt Larson, Thomasenia Lott Adams	Houghton Mifflin Harcourt	978-0-547-58781-3	Mathematics	5th Grade	August 2013 (expires June 2020)
Go Math	Juli Dixon, Miriam Leiva, Matt Larson, Thomasenia Lott Adams	Houghton Mifflin Harcourt	978-0-547-58778-3	Mathematics	6th Grade	August 2013 (expires June 2020)
Introduction to Medical Terminology	Ann Ehrlich, Carol L. Schroeder	Cengage Learning, Inc	978-1-4180-3017-9	Health Science 1	High School	September 2013 (expires June 2020)
Health Care Science Technology	Kathryn A. Booth	McGraw-Hill Education	978-0-07-878092-9	Health Science 1	High School	September 2013 (expires June 2020)
Medical Assisting Administrative and Clinical Procedures	Kathryn A. Booth, Leesa G. Whicker, Terri D. Wyman, Sandra Moaney Wright	McGraw-Hill Education	978-0-02-143780-1	Medical Assisting	High School	September 2013 (expires June 2020)
The Nursing Assistant: Acute, Subacute, and Long-Term Care	Jolynn Pulliam	Pearson Education Inc., publishing as Prentice Hall	978-0-13-267276-4	Nursing Assistant	High School	September 2013 (expires June 2020)

Title of Instructional Material	Author	Publisher	ISBN #	Subject	Grade Level	Date Approved
Body Structures and Functions	Ann Semiscott, Elizabeth Fong	Cengage Learning, Inc	978-1-4283-0420-8	Health Science 2	High School	September 2013 (expires June 2020)
Human Diseases	Marianne Neighbors, Ruth Tannehill-Jones	Cengage Learning, Inc	978-1-4354-2751-8	Human Diseases	High School	September 2013 (expires June 2020)
Sports Medicine Essentials Core Concepts in Athletic Training & Fitness Instruction	Jim Clover	Cengage Learning, Inc	978-1-4018-6185-8	Sports Medicine 1	High School	September 2013 (expires June 2020)
Zhen Bang! Level 3	Margaret Wong	EMC Publishing, LLC	978-0-82-196803-1	AP Chinese/IB Chinese	High School	April 2014 (expires June 2021)
Tes Branche?	Toni Theisen	EMC Publishing, LLC	978-0-82-196809-3	AP French/ IB French	High School	April 2014 (expires June 2021)
Kaleidoskop	Moeller, Mabee, Berger, Adolph	Cengage Learning, Inc	978-1-11-183400-5	AP German	High School	April 2014 (expires June 2021)
Reflexiones Introduccion a la literatura hispanica	Rodriguez	Pearson Education Inc., publishing as Prentice Hall	978-09-3279312-4	AP Spanish Literature	High School	April 2014 (expires June 2021)
A Toda Velal	Herrera	EMC Publishing, LLC	978-0-82-196277-0	AP Spanish Language	High School	April 2014 (expires June 2021)
Glencoe Math Course 1	John A Carter; Gilbert J Cuevas; Rodger Day; Carol Malloy	McGraw-Hill Education	978-0-07-669100-5	Mathematics	6th Grade	April 2014 (expires June 2021)
Glencoe Math Course 2	John A Carter; Gilbert J Cuevas; Rodger Day; Carol Malloy	McGraw-Hill Education	978-0-02-144789-3	Mathematics	7th Grade	April 2014 (expires June 2021)
Glencoe Math Course 3	John A Carter; Gilbert J Cuevas; Rodger Day; Carol Malloy	McGraw-Hill Education	978-0-07-667852-5	Mathematics	7th Grade	April 2014 (expires June 2021)
Algebra 1 eStudent Edition with ALEKS Enhancement	McGraw-Hill Education	McGraw-Hill Education	978-0-07-6337-5	Mathematics - Algebra	Kindergarten - High School	January 2014 (expires June 2021)
Geometry eStudent Edition	Glencoe	McGraw-Hill Education	978-0-02-130143-0	Mathematics - Geometry	Kindergarten - High School	January 2014 (expires June 2021)
Algebra 2 Student Edition	McGraw-Hill Education	McGraw-Hill Education	978-0-07-679732-5	Mathematics - Algebra 2	Kindergarten - High School	January 2014 (expires June 2021)

Title of Instructional Material	Author	Publisher	ISBN #	Subject	Grade Level	Date Approved
Precalculus Student Edition w/Student Edition 7 Year Bundle w/ ALEKS	Glencoe	McGraw-Hill Education	978-0-07-370026-4	Mathematics -Pre Calculus	Kindergarten - High School	January 2014 (expires June 2021)
Everyday Mathematics 4 Comprehensive Student Material Set, Grade K 1-Yr	Bell, et al.	McGraw-Hill Education	978-0-02-145837-0	Mathematics K-6	Kindergarten	May 2014 (expires May 2015)
Everyday Mathematics 4 Comprehensive Student Material Set, Grade 1 1-Yr	Bell, et al.	McGraw-Hill Education	978-0-07-677216-2	Mathematics K-6	1st Grade	May 2014 (expires May 2015)
Everyday Mathematics 4 Comprehensive Student Material Set, Grade 2 1-Yr	Bell, et al.	McGraw-Hill Education	978-0-07-676098-5	Mathematics K-6	2nd Grade	May 2014 (expires May 2015)
Everyday Mathematics 4 Comprehensive Student Material Set, Grade 3 1-Yr	Bell, et al.	McGraw-Hill Education	978-0-07-657782-8	Mathematics K-7	3rd Grade	May 2014 (expires May 2015)
Everyday Mathematics 4 Comprehensive Student Material Set, Grade 4 1-Yr	Bell, et al.	McGraw-Hill Education	978-0-07-657783-5	Mathematics K-8	4th Grade	May 2014 (expires May 2015)
Everyday Mathematics 4 Comprehensive Student Material Set, Grade 4 1-Yr	Bell, et al.	McGraw-Hill Education	978-0-07-657784-2	Mathematics K-9	5th Grade	May 2014 (expires May 2015)
Calculus: Early Transcendental Functions	Robert Smith, Roland Minton	McGraw-Hill Education	978-0-07-355232-5	Mathematics 9-12	High School	May 2014 (expires May 2015)
Deutsch Aktuell 1	Wolfgang S Kraft	EMC Publishing, LLC	978-0-82195-205-4	Foreign Language - German	6th -High School	July 2014 (expires June 2021)
Deutsch Aktuell 2	Wolfgang S Kraft	EMC Publishing, LLC	978-0-82195-206-1	Foreign Language - German	6th -High School	July 2014 (expires June 2021)
Deutsch Aktuell 3	Wolfgang S Kraft	EMC Publishing, LLC	978-0-82195-207-8	Foreign Language - German	6th -High School	July 2014 (expires June 2021)
The Visual Experience	Jack Hobbs, Richard Salome, Ken Vieth	Davis Publishing	978-0-87192-627-2	Visual Arts - Art I-3000	High School	July 2014 (expires June 2021)
Discovering Drawing	Ted Bose, Sallye Mahan-Cox	Davis Publishing	978-0-87192-720-0	Visual Arts - Drawing I-3010, Drawing II-3060	High School	July 2014 (expires June 2021)
Experience Clay	Maureen Mackey	Davis Publishing	978-1-61528-030-8	Visual Arts - Ceramics I-3100, Ceramics II-3110	High School	July 2014 (expires June 2021)

Title of Instructional Material	Author	Publisher	ISBN #	Subject	Grade Level	Date Approved
Design Basics 2D and 3D	Stephen Pentak, Richard, Roth, David Lauer	Wadsworth- Cengage Learning	978-0-495-90997-2	Visual Arts - AP Studio Art 2D & 3D -3030	High School	July 2014 (expires June 2021)
Gardner's Art through the Ages - A Global History, Fourteenth Edition	Fred S. Kleiner	Wadsworth- Cengage Learning	978-0-495-91542-3	Visual Arts - AP Art History -3150	High School	July 2014 (expires June 2021)
Exploring Art	Gene Mittler, Rosalind Ragans	McGraw-Hill Glencoe	978-0-07-873557-8	Visual Arts - Beginning Art- 0050, Intermediate Art-1630, Advanced Art-2690	6th, 7th, & 8th	July 2014 (expires June 2021)

Attachment A.4.1, Assessment Plan and instruments

Multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes. School-based assessments to be used in all courses may include:

- Weekly teacher-generated quizzes;
- Unit assessments and standards assessments; (Determines Re-Teach & Enrich groups)
- Class projects and/or investigations based on focus lessons; and/or
- Class participation rubrics.

The school will select a commercially available standardized instrument, such as Galileo to regularly monitor students. Should the school select Galileo, all students will be assessed three times per year for universal screening (early identification) and general education progress monitoring using the online computer program Galileo. This program will allow the school to monitor all students quarterly, evaluate the effectiveness of instructional strategies, write individualized pupil goals and provide a system to report results to students, parents, teachers and administrators.

Using the Beyond Textbooks method, our greatest assessment will be the individual standards formative assessments completed at the end of each standard. Students who have shown a mastery of that standard will continue on to an enrichment program during the next standard, while those that showed non-mastery will continue on in a re-teach program. Should the student show non-mastery of the standard on the re-teach the student would be referred to an after school tutor program.

Attachment A.5.1 Calendar

2015-2016 SCHOOL CALENDAR *

2015

Wednesday, July 1	Twelve-Month Administrators and Support Staff Begin Work Year
<u>Friday, July 3</u>	Independence Day Observed (No School)
Monday, August 3	Eleven-Month Administrators and Support Staff Begin Work Year
Monday, August 10	Ten-Month Administrators and Support Staff Begin Work Year
Wednesday, August 12	New Licensed Employees Begin Work Year
Wednesday, August 19	All Other Licensed Employees Begin Work Year Thursday,
August 20	Nine-Month Support Staff Employees Begin Work Year
Monday, August 24	Classes Begin
<u>Monday, September 7</u>	Labor Day (No School)
Friday, October 23	End of First Grading Period (44 days)
<u>Friday, October 30</u>	Nevada Day Observed (No School)
<u>Wednesday, November 11</u>	Veterans Day (No School)
<u>Thurs-Fri, November 26, 27</u>	Thanksgiving Day and Family Day (No School)
Friday, December 18	Winter Break Begins – End of Day
	No School December 21 – January 1
	Holiday for Administrators and Teachers

2016

<u>Friday, January 1</u>	New Year's Day – Holiday for Administrators and Support Staff
Monday, January 4	Classes Resume
Friday, January 15	End of Second Grading Period (46 days)
	End of First Semester (90 days)
<u>Monday, January 18</u>	Martin Luther King, Jr. Day Observed (No School)
Tuesday, January 19	Second Semester Begins
<u>Monday, February 15</u>	Presidents' Day Observed (No School)
Friday, March 18	End of Third Grading Period (43 days)
	Spring Break Begins – End of Day
	No School March 21–25
	Spring Break Holiday for Administrators and Teachers
Monday, March 28	Classes Resume
	Non-Assigned Support Staff Return from Spring Break
<u>Monday, May 30</u>	Memorial Day (No School) Wednesday,
June 1	End of Fourth Grading Period (47 days)
	End of Second Semester (90 days)
	End of School Year (180 days)
	Nine-Month Support Staff Employees End Work Year
Thursday, June 2	Licensed Employees End Work Year
Thurs, Fri, Mon	Contingency Days (if needed)
June 2, 3, 6	
Wednesday, June 8	Ten-Month Administrators and Support Staff End Work Year
Thursday, June 30	Eleven and Twelve-Month Administrators and Support Staff End Work Year

WORK DAYS	Returning Licensed Employees 184 days 10-Month Administrators & Support Staff 206 days New Licensed Employees 189 days 11-Month Administrators & Support Staff 227 days 9-Month Support Staff 182 days 12-Month Administrators & Support Staff 249 days
------------------	--

* Subject to change.

Attachment A.6.3, Discipline policy/code of conduct

Unwelcome Behavior

Harassment, hazing and bullying will not be allowed at ACADIA PREPARATORY ACADEMY.

Harassment is unwelcome conduct that is based on race, color, sex, religion, national origin, or disability and is intimidating, hostile, or offensive to reasonable people. It may be verbal, physical, or visual conduct.

Hazing is any intentional, knowing or reckless act committed by a student against another student in connection with an initiation into, affiliation with, or the maintenance of membership in any organization, in which the act contributes to a substantial risk of potential physical injury, mental harm or personal degradation.

Bullying is aggressive behavior that is intentional and involves an imbalance of power or strength and is typically repeated over time. Bullying can be hitting, teasing or name calling, intimidation through gestures or social exclusion, and insulting messages sent by email, text messages or other means.

Any of these behaviors should be reported to a professional staff member or the Principal. The Principal will investigate the incident, and if the investigation determines that such behavior has taken place, appropriate disciplinary action will be taken according to the school's policies and procedures for discipline.

PROGRESSIVE DISCIPLINE PROCEDURE

Discipline is handled according to the severity of the offense ranging from minor to severe. Teachers implement a progressive, consistent (grade level appropriate) discipline system within their classrooms that set expectations for behavior that align with ACADIA PREPARATORY ACADEMY's code of conduct.

Minor Infractions (handled in the classroom by the teacher)

Infractions that disrupt the learning atmosphere, but pose no substantial threat to the student or to others.

Examples:

- Speaking out in class or getting out of seat without permission
- Not keeping the desk clean
- Distracting noises such as tapping a pencil on the desk
- Wearing non-dress-code items in the classroom
- Using personal technology on campus

Medium Infractions (handled in the classroom by the teacher)

Infractions of moderate severity that pose a more drastic disruption to the learning atmosphere and/or may put the student or others in moderate risk of harm.

Examples:

- Harassing another student
- Repeatedly not turning in homework
- Repeatedly disrupting the whole class
- Misconduct
- Unexcused absence/tardy

Teacher directed discipline options:

- Teacher supervised morning detention
- Teacher supervised after school detentions

- Teacher supervised lunch detentions (student must have time to eat)

Major Infractions (Referral to office)

- A phone call will be made to Guardian.

Severe behavior that constitutes a significant disruption to the learning environment and/or places the student or others directly in peril.

Examples:

- Laying hands on another student
- Playing with fire
- Forgery or plagiarism
- Bullying or hazing *
- Dishonesty, cheating or stealing
- Repeated use of obscene or profane language
- Lack of respect for other students, teachers, or administrators
- Three yellow warnings or one red from a bus driver
- Cyber bullying - sending or posting harmful or obscene material *
- Truancy

Major infractions are referred to the office and may result in suspension or expulsion.

Detention

- Parents will be notified of the student's detention. Detentions must be served within one week.
- If the student fails to serve the detention another detention will be assigned.
- Detentions will be constructive in nature and not punitive.

Service Detention

- Service detention can be assigned by the teacher or administration.
- Students will report to assigned duty and be supervised in the activity by staff designated by the teacher or administrator.

Expulsion

Severe violation of school policy as determined by the administration – including but not limited to:

- Possession, distribution or sale of illegal drugs, drug paraphernalia, tobacco or alcohol
- Being under the influence of any of the above
- Physical assault
- Theft
- Vandalism
- Arson
- Weapons of any kind on campus
- Severe bullying or threatening another student or staff *
- Inappropriate use of fire protection equipment

In case of expulsion, parents/guardians are notified of their parental rights and Due Process rights.

The administration reserves the right to modify the discipline progression on a case-by-case basis for major infractions.

Non-Emergency
 Emergency

Student Name: _____ Grade: _____ Date: _____

Referring Staff Member: _____ Location of Incident: _____

Reason for Referral

- | | | |
|--|--|---|
| <input type="checkbox"/> Alcohol (ALC) | <input type="checkbox"/> Dress Code (DRE) | <input type="checkbox"/> Sexual Harassment (SXH) |
| <input type="checkbox"/> Arson (ARS) | <input type="checkbox"/> Drugs (DRU) | <input type="checkbox"/> Sub-misbehavior |
| <input type="checkbox"/> Assault-Verbal (AS1) | <input type="checkbox"/> Ditching (DTC) | <input type="checkbox"/> Technology Misuse |
| <input type="checkbox"/> Assault-Physical (AS2) | <input type="checkbox"/> Explosive Device (EXP) | <input type="checkbox"/> Threats-Death/Bomb (THR) |
| <input type="checkbox"/> Aggression-Physical (AS3) | <input type="checkbox"/> Fighting (FGH) | <input type="checkbox"/> Theft (TFT) |
| <input type="checkbox"/> Bully/Intimidation (BUL) | <input type="checkbox"/> Firearm (FIR) | <input type="checkbox"/> Tobacco (TOB) |
| <input type="checkbox"/> Dangerous Device | <input type="checkbox"/> Gang Related (GAN) | <input type="checkbox"/> Trespassing (TRS) |
| <input type="checkbox"/> Defiance/Disrespect (DEF) | <input type="checkbox"/> Hate/Racial Issue (HTC) | <input type="checkbox"/> Vandalism (VND) |
| <input type="checkbox"/> Disorderly conduct (D11) | <input type="checkbox"/> Pornography | <input type="checkbox"/> Vulgarity (VUL) |
| <input type="checkbox"/> Dishonesty/Cheating | <input type="checkbox"/> Robbery/Extortion | <input type="checkbox"/> Weapons (WEA) |
| <input type="checkbox"/> Disrupt Ed. Process (DI2) | <input type="checkbox"/> Sexual Battery (SXB) | <input type="checkbox"/> Other (OTH) |

Referring Staff Members: If this referral is not an emergency, notify the parent/guardians about this incident prior to submitting the referral to the office.

Teacher Comments: _____

Teacher/Parent Communication
 Parent Name: _____
 Phone: _____
 Date/Time Called: _____ / _____

CLASSROOM INTERVENTION

- | | |
|--|---|
| <input type="checkbox"/> Buddy Teacher | <input type="checkbox"/> Lunch Detention |
| <input type="checkbox"/> After School Detention | <input type="checkbox"/> Student Conference |
| <input type="checkbox"/> Before School Detention | |
| <input type="checkbox"/> Behavior Contract | |

Teacher's Signature *Date*

ADMINISTRATIVE ACTION

- | Consequences | DATES |
|--|-------|
| <input type="checkbox"/> Conference with Student and/or Parent | _____ |
| <input type="checkbox"/> Number of A.S.D. Days | _____ |
| <input type="checkbox"/> Number of O.C.S. Days | _____ |
| <input type="checkbox"/> Police Contact | _____ |
| <input type="checkbox"/> Lunch Detention | _____ |
| <input type="checkbox"/> Not an Office Referral (See Comments) | _____ |
| <input type="checkbox"/> Other | _____ |

Admin./Parent Communication
 Parent Name: _____
 Phone: _____
 Date/Time Called: _____ / _____

Comments: _____

Administrator's Signature *Date*

STUDENT ACTION

Have you been informed of charges against you? Yes ___ No ___ Have you been given the opportunity to explain? Yes ___ No ___

Student's Signature _____ Date _____ Parent's Signature _____ Date _____

Attachment A.6.4, *Truancy policy*

As per NRS 386.585, “The governing body of a charter school may adopt rules relating to the truancy of pupils who are enrolled in the charter school if the rules are at least as restrictive as the provisions governing truancy set forth in NRS 392.130 to 392.220, inclusive.” If the governing body of a charter school does adopt such rules, those rules shall be followed in lieu of the policies and procedures regarding truanancies outlined in this manual.

Truancy is defined in NRS 392.130 as follows: “A pupil shall be deemed a truant who is absent from school without the written approval of his teacher or the administrator of the school, unless the pupil is physically or mentally unable to attend school. The teacher or administrator shall give his written approval for a pupil to be absent if an emergency exists or upon the request of a parent or legal guardian of the pupil. Before a pupil may attend or otherwise participate in school activities outside the classroom during regular classroom hours, he must receive the approval of the teacher or administrator.” An unapproved absence for at least one period, or the equivalent of one school period, will be deemed a truancy.

1. TRU – Truancy
2. CT – Confirmed Truancy
3. CLT – Truancy Letter Sent

Domestic circumstances: Situations where the student misses school due to circumstances or choices within the control of the student or parent/guardian or appointments/activities that could be scheduled outside of the school day.

Examples:

- . Student overslept and stayed home
- . Student missed the bus and stayed home

- . Student stayed home to baby-sit siblings
- . Car trouble kept the student from attending school

FIRST CONFIRMED TRUANCY

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

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

SECOND CONFIRMED TRUANCY

If a student is truant for a second time the procedures outlined above under FIRST CONFIRMED TRUANCY should be followed. In the notice sent to parent(s) or guardian(s) for a

second truancy the administrator will probably find it appropriate to stress the enforcement penalties for truancy more, and the administrator will notify the parents of the definition of a habitual truant and the consequences of being a habitual truant.

THIRD CONFIRMED TRUANCY

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

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

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

Attachment A.6.5, *Absence policy*

Acadia Preparatory Academy students will be required to attend school regularly in accordance with Nevada statutes. School attendance for kindergarten through grade 8 is essential to students' academic success and personal growth. In order to meet or exceed state academic standards and develop habits of punctuality, self-discipline, and responsibility, students must attend and participate in their prescribed educational programs.

Attendance is a shared responsibility and concern of students and parents/guardians, with the assistance and support of school staff and the community.

ABSENCE DEFINED

Elementary Absence

1. If a student is present for less than two-thirds ($2/3$) of the morning session, the student is marked absent for half a day.
2. If a student is present for less than two-thirds ($2/3$) of the afternoon session, the student is marked absent for a half a day.
3. If a student is present less than two-thirds ($2/3$) of the morning session and less than two-thirds ($2/3$) of the afternoon session, the student is marked absent for a full day.

CLASSIFICATION OF ABSENCE

When the school determines the reason for absence, the absence is identified as one of the following reasons.

Unverified:

1. Reason for the absence is unverified by the parent or guardian of the student

Verified

1. Reasons for absence is verified by a parent or guardian
2. Prearranged - A prearranged absence is an absence with advance notification to the school administration

CHRONIC ABSENTEEISM/MISSED INSTRUCTION

A student who is chronically absent or missing instruction is defined as any student who has been absent or has missed instruction for more than four (4) days or periods in the same class, during a school quarter and who continues to be absent during subsequent quarters.

The school will review students who are chronically absent/missing instruction to determine appropriate interventions.

MINIMUM ATTENDANCE REQUIRED

Students must be in attendance at last ninety percent (90%) of the time they are enrolled each year in order to be promoted to the next higher grade, or to earn credit.

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

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

Legal References:

NRS 386.585

NRS 392.040 to 392.110

NRS 392.130 to 392.160

NRS 392.170 to 392.220

Attachment A.7.3, Enrollment projections

Enrollment Projections

School Year 1

Grade Levels Served: Kindergarten through 8th

Projected Enrollment per grade 65

School Year 2

Grade Levels Served: Kindergarten through 8th

Projected Enrollment per grade 100

School Year 3

Grade Levels Served: Kindergarten through 8th

Projected Enrollment per grade 100

School Year 4

Grade Levels Served: Kindergarten through 8th

Projected Enrollment per grade 100+

School Year 5

Grade Levels Served: Kindergarten through 8th

Projected Enrollment per grade 100+

School Year 6

Grade Levels Served: Kindergarten through 8th

Projected Enrollment per grade 100+

Ultimately, the school expects to serve a total of 1000 pupils

In grades K to 8

Attachment A.7.5, Student recruitment plan

The school will market via multiple modes to ensure that all families in the community are informed of their educational options. A grassroots recruitment campaign is especially important for Acadia students because we seek a community level buy-in to our philosophy and educational goals. A grassroots marketing campaign includes: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying media. Informational events at open forums such as community centers, parks, and libraries will be key to successful recruitment.

Attachment A.8.5, Title III Assurance

Initial	Assurances Title III Program
	The school has processes in place to annually measure the English proficiency of English language learners.
	The school's educational program design include provisions for English language learners to meet state academic content and performance standards required of all students. [NCLB Sec. 3116]
	The school has procedures to determine the effectiveness of programs and activities in assisting English language learners in achieving state content standards and attaining English language proficiency. [NCLB Sec. 3121]
	The school has a clear process for handling complaints related to services to ELLs. [Title VI – OCR Guidelines]
	The school has documentation to support eligible Immigrant students. Sec 3301(6)(A-C)
	The school will ensure that every K-12 student has completed home language surveys. [NCLB Sec. 3127 Title VI - OCR Guidelines]
	The school will ensure that all students with home or primary language other than English will be assessed for English proficiency within thirty days at the beginning of the school year or within two weeks if enrolled during the school year. [NCLB Sec. 3115]
	The school has procedures for determination of language proficiency by trained personnel. [NCLB Sec. 3122]
	The school will have an effective means of parent outreach to ELL parents. [NCLB Sec. 3302]
	The school will provide parental information in an understandable format and, to the extent possible, in a language that the parent can understand. [NCLB Sec. 3302 (c)]
	The school will have procedures to notify parents promptly (within 30 days after the beginning of the school year or two weeks during the school year after their student enrolls regarding: 1) the reasons for the identification of the student as ELL; 2) the student's level of English language proficiency; 3) the method of instruction that will be used to increase language proficiency; 4) the exit requirements of the program; 5) how the program meets the needs of an ELL with disabilities; and 6) the parent's right to refuse service. [NCLB Sec. 3302 (a)]
	The school will have evidence that parents who did not wish language support signed an informed refusal of service. [NCLB Sec. 1112]
	The school will have documentation of appropriate programs, activities, and procedures for the participation of parents of ELLs, family literacy, parent outreach and parent training activities. [NCLB Sec. 3116]
	The school has a program of service that provides coherent, sustained English language development based on research or accepted theories. [NCLB Sec. 3115]
	The school ensures that the language instruction program focuses on the development of English language proficiency and academic content. [NCLB Sec. 3116 (b)(2)]
	The school will have documentation of proper certification / license / endorsements for instructional staff of ELLs in school office.
	The school established an annual review process to determine whether each school is making adequate yearly progress toward attaining English proficiency. [NCLB Sec. 3122]

Administrator/ Principal _____ Date _____

ELL Coordinator _____ Date _____

**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.	
Signature:	Date:

**ACADIA PREPARATORY
ACADEMY**

**SPECIAL EDUCATION
POLICIES
&
PROCEDURES**

CHILD FIND POLICY & PROCEDURE

POLICY

Acadia Preparatory Academy Inc. will ensure that all children with disabilities within the boundaries of Acadia Preparatory Academy Inc., including children with disabilities who are homeless or wards of the State, and children with disabilities attending private schools or who are home schooled, and who are in need of special education and related services are identified, located and evaluated.

PROCEDURES

§300.111 CHILD FIND

Charter Schools will identify, locate and evaluate all children with disabilities within their population served who are in need of special education and related services.

1) Child find must also include children who are suspected of being a child with a disability and in need of special education, even though:

- a) They are advancing from grade to grade
- b) Highly mobile children, including migrant children.

2) Acadia Preparatory Academy Inc. will maintain a record of children who are receiving special education and related services.

AAC R7-2-401.C Public Awareness

1) Acadia Preparatory Academy Inc. shall inform the general public and parents within its boundaries of responsibility of special education services for students aged 3 through 21 years and how to access those services, including information regarding early intervention services for children aged birth through 2 years.

AAC R7-2-401.D

1) Acadia Preparatory Academy Inc. shall establish, implement and disseminate written procedures for the identification and referral of all children with disabilities, birth through 21 years.

2) Acadia Preparatory Academy Inc. will require all school based staff to review the written procedures related to child identification and referral on an annual basis, and maintain documentation of the staff review.

3) Identification (screening for possible disabilities) shall be completed within 45 calendar days after:

a) Entry of each preschool or kindergarten student and any student enrolling without appropriate records or screening, evaluation, and progress in school; or

b) Parent notification of developmental or educational concerns

4) Screening procedures shall include vision and hearing status and consideration of the following areas :

a) Cognitive or academic;

b) Communication;

c) Motor;

d) Social or behavioral; and

e) Adaptive development.

5) For a student transferring into a school, Acadia Preparatory Academy Inc. shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education or poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services.

6) If a concern about a student is identified through screening procedures or review of records, the parents of the student shall be notified of the concern within 10 school days and informed of Acadia Preparatory Academy Inc.'s procedures to follow-up on the student's needs.

7) Acadia Preparatory Academy Inc. shall maintain documentation of the identification procedures utilized, the dates of entry into school, notification by parents of a concern and the dates of screening. The dates shall be maintained in the student's permanent records.

8) If the screening indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student may request an evaluation of the student.

9) If, after consultation with the parent, Acadia Preparatory Academy Inc. determines that a full and individual evaluation is not warranted, Acadia Preparatory Academy Inc. shall provide prior written notice and procedural safeguards notice to the parent in a timely manner.

CONFIDENTIALITY POLICY & PROCEDURES

POLICY

Acadia Preparatory Academy Inc. will ensure that protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the agency will be in accordance with §§300.611 through 300.627.

PROCEDURES

§300.613 ACCESS RIGHTS

1) Acadia Preparatory Academy Inc. must permit parents to inspect and review any education records relating to their children that are collected, maintained or used by the agency under IDEA. The agency must comply with a request without unnecessary delay and in no case more than 45 days after the request has been made, and before:

- a) Any IEP meeting;
- b) Any hearing involving a due process complaint or disciplinary hearing;
- c) Any resolution session

2) The right to inspect and review education records includes:

- a) The right to a response from the agency to reasonable requests for explanations and interpretations of the records;
- b) The right to request that the agency provide copies of the records if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
- c) The right to have a representative of the parent inspect and review the records.

3) Acadia Preparatory Academy Inc. may presume that the parent has authority to inspect and review records relating to his or her child unless the agency has been advised to the contrary by legal proceeding involving guardianship, separation and divorce.

§300.614 RECORD OF ACCESS

1) Acadia Preparatory Academy Inc. will keep a record of parties obtaining access to education records collected, maintained or used under IDEA (except access by parents and authorized employees of the agency), including:

- a) The name of the party;
- b) The date access was given; and
- c) The purpose for which the party is authorized to use the records.

§300.615 RECORDS ON MORE THAN ONE CHILD

1) If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child.

§300.616 LISTS OF TYPES AND LOCATIONS OF INFORMATION

1) Acadia Preparatory Academy Inc. must provide parents on request a list of the types and locations of education records collected, maintained or used by the agency.

§300.617 FEES

1) Acadia Preparatory Academy Inc. may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review records.

2) Acadia Preparatory Academy Inc. may not charge a fee to search for or to retrieve information.

§300.618 AMENDMENT OF RECORDS AT PARENT'S REQUEST

1) A parent who believes that information in the education records collected, maintained or used by the agency is inaccurate or misleading or

violates the privacy or other rights of the child, may request the agency to amend the information.

2) Acadia Preparatory Academy Inc. must decide whether to amend the information in accordance with the request in a reasonable period of time of receipt of the request.

3) If the agency refuses to amend the information in accordance with the request, it must inform the parent of the refusal and advise the parent of the right to a hearing under §300.619.

§300.619 OPPORTUNITY FOR A HEARING

1) Acadia Preparatory Academy Inc. must, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

§300.620 RESULT OF HEARING

1) If, as a result of a hearing, the agency decides to amend information determined inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must do so accordingly and so inform the parent in writing.

2) If, as a result of a hearing, the agency decides that the information is not inaccurate, is misleading, or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the maintained records a statement commenting on the information or setting forth any reasons for disagreeing with the agency's decision.

§300.622 CONSENT

1) Parental consent must be obtained before personally identifiable information is disclosed to parties other than participating agencies, unless the information is contained in education records and the disclosure is authorized without parent consent under FERPA.

2) Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with §300.321.

3) If a child is enrolled, or is going to enroll in a private school that is not located in the boundaries of the district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the district where the private school is located and officials in the district of the parent's residence.

§300.623 SAFEGUARDS

1) Acadia Preparatory Academy Inc. must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

2) One official at Acadia Preparatory Academy Inc. must assume responsibility for ensuring the confidentiality of any personally identifiable information.

3) All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures under 300.123 and FERPA (34 CFR part 99).

4) Acadia Preparatory Academy Inc. must maintain, for public inspection, a current listing of the names and positions of its employees who may have access to personally identifiable information.

§300.624 DESTRUCTION OF INFORMATION

1) Acadia Preparatory Academy Inc. must inform parents when personally identifiable information collected, maintained, or used for IDEA purposes is no longer needed to provide educational services to the child.

2) The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

§300.625 CHILDREN'S RIGHTS

1) The rights of the parents regarding educational records are transferred to the student at age 18 under FERPA.

2) If the rights of the parents regarding educational records are transferred to the student at age 18 under the IDEA, Acadia Preparatory Academy Inc. must provide any notice required under the procedural safeguards provisions.

DISCIPLINE POLICY & PROCEDURES

POLICY

A child with a disability may be disciplined for a violation of the student code of conduct, including removal from his or her current placement to an appropriate interim alternative educational setting, another setting, suspension, or expulsion in accordance with IDEA Regulations §§300.530 through 300.536.

PROCEDURES

§300.530 AUTHORITY OF SCHOOL PERSONNEL

- 1) On a case-by-case basis and in consideration of any unique circumstances, school personnel may remove a child with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under §300.536.
- 2) After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal Acadia Preparatory Academy Inc. must provide services to the extent required to:
 - a) Enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting his/her IEP goals; and
 - b) Receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
- 3) Acadia Preparatory Academy Inc. is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 days or less in that school year, if it provides services to non-disabled children similarly removed.
- 4) After a child with a disability has been removed from his or her current placement for 10 school days, and the current removal is for not more than 10 consecutive school days and not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the IEP goals.
- 5) If the removal is a change in placement, the child's IEP Team determines the appropriate services.
- 6) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the public agency, parent, and relevant members of the IEP Team must review all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine:
 - a) if the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b) if the conduct in question was the direct result of Acadia Preparatory Academy Inc.'s failure to implement the IEP.
- 7) The conduct must be determined to be a manifestation of the disability if either (6) (a) or (b) occurred, and, if the IEP was not implemented, Acadia Preparatory Academy Inc. must take immediate steps to remedy that deficiency.
- 8) If Acadia Preparatory Academy Inc., parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the child must be returned to the placement from which the child was removed, unless the parent and public agency agree to a change of placement. The IEP Team must either:
 - a) Conduct a functional behavioral assessment, unless already done, and implement a behavioral intervention plan; or
 - b) If a behavioral intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior.
- 9) School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to manifestation of disability if the child:
 - a) Carries a weapon to or possesses a weapon at school, on school premises to or at a school function under the jurisdiction of a state or public education agency;
 - b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or public education agency; or

c) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or public education agency.

10) Acadia Preparatory Academy Inc. will notify parents and provide notice of procedural safeguard on the day the PEA determines the student has violated the code of conduct, and the violation constitutes and change in placement (i.e., interim alternative education setting).

§300.531 DETERMINATION OF SETTING

The child's IEP Team determines the interim alternative educational setting for services.

§300.532 APPEAL

1) The parent of a child with a disability who disagrees with any decision regarding placement under §§300.530 and 300.531 or the manifestation determination may appeal the decision by requesting an expedited due process hearing in conformance with §§300.310 through 300.314 and AAC R7-2-405.I.

2) A public agency that believes that maintaining the current placement of the child is substantially likely to cause injury to the child or others may appeal the decision by requesting an expedited due process hearing in conformance with §§300.310 through 300.314 and AAC R7-2-405.I.

§300.533 PLACEMENT DURING APPEALS

The student must remain in the interim alternative educational setting pending the decision of the hearing officer or expiration of the interim setting, whichever comes first, unless the parent and public agency agree otherwise.

§300.534 PROTECTIONS FOR CHILDREN NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

1) A non-eligible student who engaged in a behavior that violated a code of student conduct may assert protections if Acadia Preparatory Academy Inc. had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. A public agency must be deemed to have such knowledge if:

- a) The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
- b) The parent of the child requested an evaluation of the child pursuant to §§300.300 through 300.311; or
- c) The teacher of the child, or other personnel of Acadia Preparatory Academy Inc., expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other supervisory personnel of the agency.

2) A public agency would not be deemed to have knowledge if the parent of the child:

- a) Has not allowed an IDEA evaluation of the child;
- b) Has refused special education services for the child; or
- c) The child has been evaluated and determined to not be a child with a disability under IDEA.

3) If a public agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be disciplined as other children without disabilities who engage in comparable behaviors.

4) If an evaluation is requested during the time in which a child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

- a) Until the evaluation is completed, the child remains in the educational placement determined by Acadia Preparatory Academy Inc., which can include suspension or expulsion without educational services.

b) If the child is determined to be a child with a disability, the agency must provide special education and related services in accordance with this part, including the requirements of §§300.530 through 300.536.

§300.535 REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

1) Acadia Preparatory Academy Inc. may report a crime committed by a child with a disability to appropriate authorities to enable them to exercise their responsibilities.

2) An agency reporting a crime committed by a child with a disability will ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime, but only to the extent permitted by FERPA.

§300.536 CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

1) A change of placement occurs if:

a) The removal is for more than 10 consecutive school days; or

b) The child has been subjected to a series of removals that constitute a pattern

i) because the series of removals total more than 10 school days in a school year;

ii) because the child's behavior is substantially similar to the behavior in previous incidents that resulted in a series of removals; and

iii) because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

2) Acadia Preparatory Academy Inc. will determine on a case-by-case basis whether a pattern of removals constitutes a change of placement, and such determinations are subject to review through due process and judicial proceedings.

EVALUATION AND ELIGIBILITY POLICY & PROCEDURES

POLICY

A full and individual initial evaluation will be conducted by Acadia Preparatory Academy Inc. before the initial provision of special education and related services to a child with a disability in accordance with §§300.300-300.311 of the IDEA regulations. A reevaluation of each child with a disability will be conducted by Acadia Preparatory Academy Inc. in accordance with §§300.300-300.311 of the IDEA regulations.

PROCEDURES

§300.300 PARENTAL CONSENT

1) Acadia Preparatory Academy Inc. proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability, after reviewing existing data with the parents and providing prior written notice, will obtain informed consent from the parent of the child before collecting any additional data.

a) Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services.

b) Acadia Preparatory Academy Inc. must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation.

2) For initial evaluations only, if the child is a ward of the state, is not residing with the child's parent, Acadia Preparatory Academy Inc. is not required to consent from the parent if:

a) Despite reasonable efforts to do so, Acadia Preparatory Academy Inc. cannot discover the whereabouts of the parents of the child;

b) The rights of the parents of the child have been terminated by the court;

c) The rights of the parent to make educational decisions have been subrogated by a judge and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

3) Acadia Preparatory Academy Inc. may, but is not required to seek informed consent through due process procedures if the parent of a child who is enrolling seeking to enroll in Acadia Preparatory Academy Inc. refuses consent for an initial evaluation.

4) Acadia Preparatory Academy Inc. must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child, and must make reasonable efforts to obtain that consent.

5) If a parent refuses consent for the initial provision of special education and related services, Acadia Preparatory Academy Inc. may not seek consent through due process hearing procedures. Acadia Preparatory Academy Inc.:

a) Will not be considered to be in violation to provide FAPE;

b) Is not required to convene a IEP Team meeting or develop an IEP for the child.

6) Acadia Preparatory Academy Inc. must obtain informed consent prior to conducting any reevaluation of a child with a disability.

a) If the parent refuses consent, Acadia Preparatory Academy Inc. may utilize due process hearing procedures to seek consent, but does not violate its obligation if it declines to pursue the evaluation or reevaluation.

b) The informed parental consent for reevaluation need not be obtained if Acadia Preparatory Academy Inc. can demonstrate that:

i) it made reasonable efforts to obtain such consent and has documented those attempts;

ii) the child's parent has failed to respond.

7) Parental consent is not required before:

a) Reviewing existing data as part of an evaluation or reevaluation; or

b) Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children prior to administration.

8) A public agency may not use a parent's refusal to consent to one service or activity under this section to deny the parent or child any other service, benefit, or activity of Acadia Preparatory Academy Inc., except as required by this part.

9) If a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, Acadia Preparatory Academy Inc. may not utilize due process hearing procedures to seek consent.

§300.301 INITIAL EVALUATIONS

Consistent with consent requirements of §300.300, either a parent of a child or Acadia Preparatory Academy Inc. may initiate a request for an initial evaluation to determine if a child is a child with a disability.

2) The initial evaluation must:

a) Be completed within 60 days of receiving parental consent for the evaluation, unless;

i) the parents and Acadia Preparatory Academy Inc. agree that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional 30 days; or;

ii) the child enrolls in Acadia Preparatory Academy Inc. from another public agency after the parent has provided consent and before the determination of eligibility by the other agency. In that event, the agency will ensure prompt completion of the evaluation.

iii) the parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.

b) Consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child.

§300.303 REEVALUATIONS

1) Acadia Preparatory Academy Inc. will conduct a reevaluation of a child with a disability if:

a) The agency determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or

b) If the child's parents or teacher requests a reevaluation; except

c) Acadia Preparatory Academy Inc. will not conduct a reevaluation more than once a year unless the parent and agency agree otherwise.

2) Acadia Preparatory Academy Inc. will conduct a reevaluation at least once every 3 years, unless the parent and the agency agree that a reevaluation is unnecessary.

§300.304 EVALUATION PROCEDURES

1) Acadia Preparatory Academy Inc. will provide prior written notice to the parents of a child who has, or who is suspected of having, a disability, that describes the evaluation procedures that the agency proposes to conduct.

2) In conducting an evaluation or reevaluation, Acadia Preparatory Academy Inc. will:

a) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent in order to determine;

i) whether the child is a child with a disability; and

ii) if the child is a child with a disability, information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

b) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

c) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

3) Acadia Preparatory Academy Inc. will ensure that evaluation materials and strategies:

- d) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
- e) Are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
- f) Are used for the purposes for which the assessment(s) or measure(s) are valid and reliable;
- g) Are administered by trained and knowledgeable personnel;
- h) Are administered in accordance with the instructions provided by the assessment publisher;
- i) Are selected and administered so as to ensure that if administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impairments (unless those skills are the factors being measured).
- j) Assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities; and
- k) Are sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not those needs are commonly associated with the child's disability.
- l) Provide relevant information that directly assists in determining the educational needs of the child.
- 4) Evaluations of children who transfer to or from another public agency in the same school year are coordinated with the prior and subsequent schools, in order to expedite the completion of a full evaluation.

§300.305 ADDITIONAL EVALUATION REQUIREMENTS

- 1) As part of an initial evaluation (if appropriate), and as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, will:
 - a) Review existing evaluation data on the child including:
 - i) evaluations and information provided by the parents;
 - ii) current classroom-based, local and state-wide assessments, and classroom-based observations;
 - iii) observations by teachers, and related services providers.
 - b) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine whether:
 - i) the child is or continues to be a child with a disability, and, if so, the educational needs of the child
 - ii) the present levels of academic achievement and related developmental needs of the child
 - iii) whether the child needs special education and related services to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum
 - c) The IEP Team may conduct the review without a meeting.
- 2) If additional data are needed, Acadia Preparatory Academy Inc. will administer the assessments required to obtain the additional data.
- 3) If additional data are not needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, Acadia Preparatory Academy Inc. will notify the parents of:
 - a) The determination and the reasons for the determination; and
 - b) The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.
- 4) Acadia Preparatory Academy Inc. will evaluate a child before determining that the child is no longer a child with a disability except when the termination to graduation with a regular high school diploma or the child reaching age 22.
 - a) When the child's eligibility terminates because of graduation or reaching age 22, the agency will provide a summary of the child's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals.

§300.306 DETERMINATION OF ELIGIBILITY

- 1) Upon completion of the evaluation process, Acadia Preparatory Academy Inc. will ensure that:
 - a) A group of qualified professionals and the parent of the child determine:

i) if the child is a child with a disability under the Individuals with Disabilities Education Act and the Arizona State Statutes; and

ii) if so, the educational needs of the child.

b) The parents are provided, at no cost, a copy of the evaluation report and eligibility determination.

2) A child will not be determined to be a child with a disability if the primary factor for the determination is:

a) Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in 1208(3) of the ESEA) ;

b) Lack of appropriate instruction in math; or

c) Limited English proficiency.

3) The eligibility determination, including education needs, will be based on all of the information sources used in the evaluation process, and if deemed eligible and in need of special education and related services, an IEP will be developed in accordance with §300.320 through 300.324.

§300.307 ADDITION PROCEDURES FOR IDENTIFYING CHILDREN WITH SPECIFIC LEARNING DISABILITIES

Option 1

1) Acadia Preparatory Academy Inc. will use the state-adopted criteria for determining whether a child has a specific learning disability through a process based on the child's response to scientific, research-based intervention in conformity with IDEA Regulations §300.307-311.

Option 2

2) Acadia Preparatory Academy Inc. will use a criteria for determining whether a child has a specific learning disability through the identification of a severe discrepancy between intellectual ability and achievement in conformity with IDEA Regulations §300.307-311.

Option 3

3) Acadia Preparatory Academy Inc. will determine, on an individual child basis, the criteria for determining whether a child has a specific learning disability using one of the following criteria in conformity with IDEA Regulations §300.307-311:

a) The state-adopted criteria based on a child's response to scientific, research-based intervention;

b) The identification of a severe discrepancy between intellectual ability and achievement.

§300.308 ADDITIONAL GROUP MEMBERS

1) The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parents and a team of qualified professionals which must include:

a) The child's regular teacher; or

b) If the child does not have a regular teacher, then a regular teacher qualified to teach children of that age;

c) For a child of less than school age, an individual qualified by the State to teach children of his/her age;

d) At least one person qualified to conduct individual diagnostic evaluations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

§300.309 DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY

1) A child may be determined to have a specific learning disability if:

a) The child does not achieve adequately for the child's age or to meet State-approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or meet State-approved grade level standards:

i) oral expression

ii) listening comprehension

iii) written expression

iv) basic reading skill

v) reading fluency skills

vi) reading comprehension

vii) mathematics calculation

viii) mathematics problem solving

b) The child does not make sufficient progress to meet age or State-approved grade level standards in one or more of the areas in (1)(a) when using a process based on the child's response to scientific, research-based intervention; or

c) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.

2) The findings of this section are not primarily the result of:

a) A visual, hearing or motor disability;

b) Mental retardation;

c) Emotional disturbance;

d) Cultural factors;

e) Environmental or economic disadvantage; or

f) Limited English proficiency.

3) The group must ensure that the underachievement is not due to a lack of appropriate instruction in reading or math and consider:

a) Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

4) Acadia Preparatory Academy Inc. must promptly request parent consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction described in (3)(a) and (b).

§300.310 OBSERVATION

1) Acadia Preparatory Academy Inc. must ensure that the child is observed in his/her learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty.

2) In the case of a child less than school age or out of school, a group member must observe the child in an environment appropriate for a child that age.

§300.311 SPECIFIC DOCUMENTATION FOR THE ELIGIBILITY DETERMINATION

1) For a child suspected of having a specific learning disability, the eligibility determination must contain a statement of:

FREE AND APPROPRIATE PUBLIC EDUCATION POLICY & PROCEDURES (FAPE)

POLICY

A free appropriate public education (FAPE) will be available to all children within the boundaries of responsibility of Acadia Preparatory Academy Inc., including children with disabilities who have been suspended or expelled from school as provided for in §300.530(d) of the IDEA regulations.

PROCEDURES

§300.306 AND, IF APPLICABLE, 300.308

All Public Agencies will make the determination that a child is eligible for special education and related services on an individual basis by a properly constituted team.

§300.101 FREE APPROPRIATE PUBLIC EDUCATION

Union High School Districts and Charter Schools will:

Refer any children who are suspected of having a disability to the appropriate Unified District or Elementary District for evaluation and, if appropriate, for services.

For SCHOOL-AGED CHILDREN (5 TO 21)

All Public Agencies will make FAPE available to any child who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

ARS 15-764 POWERS THE SCHOOL DISTRICT GOVERNING BOARD OR COUNTY SCHOOL SUPERINTENDENT

1) Acadia Preparatory Academy Inc. will establish policy and procedures with regard to allowable pupil-teacher ratios and pupil-staff ratios within the PEA or county for provision of special education services.

2) The special education programs and services provided shall be conducted only in a school facility which houses regular education classes or in other facilities approved by the division of special education.

§300.105 ASSISTIVE TECHNOLOGY

1) Acadia Preparatory Academy Inc. will ensure that assistive technology devices or services or both will be available to a

child with a disability, if required, as a part of:

- a) special education
- b) related services
- c) supplementary aids and service.

2) On a case-by-case basis, Acadia Preparatory Academy Inc. will ensure the use of school-purchased assistive technology devices in a child's home or other setting if the child's IEP Team determines that the child needs access to those devices in order to receive FAPE.

§300.106 EXTENDED SCHOOL YEAR SERVICES (ESY)

1) Acadia Preparatory Academy Inc. will make extended school year services available as necessary to provide FAPE to children with disabilities.

a) ESY services will be provided only if a child's IEP team determines, in accordance with §§300.320-300.324, that the services are necessary for the provision of FAPE.

b) Services will not be:

- i) limited to a particular category of disability; or,
- ii) unilaterally limited to the type, amount, or duration of services.

2) The ESY services that are provided to a child with a disability will:

- a) Be provided beyond the normal school year of the agency;
- b) Be provided in accordance with the child's IEP;
- c) Be provided at no cost to the parents of the child; and
- d) Meet the standards of the State.

§300.107 NONACADEMIC SERVICES

1) Acadia Preparatory Academy Inc. will afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services activities including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services.

2) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by Acadia Preparatory Academy Inc., referrals to agencies that provide assistance to individuals with disabilities and employment of students, including both employment by Acadia Preparatory Academy Inc. and assistance in making outside employment available.

§300.108 PHYSICAL EDUCATION

1) Acadia Preparatory Academy Inc. will make regular physical education services available to children with disabilities to the same extent that the agency provides those services to children without disabilities, unless:

- a) The child is enrolled full time in a separate facility; or
- b) The child needs specially designed physical education as prescribed in the child's IEP.

2) If a child is enrolled in a separate facility, Acadia Preparatory Academy Inc. will ensure that the child receives appropriate physical education services.

3) If special physical education is prescribed in a child's IEP, Acadia Preparatory Academy Inc. will provide for those services, either directly or through other public or private programs.

§300.110 PROGRAM OPTIONS

Acadia Preparatory Academy Inc. will ensure that children with disabilities have available to them the variety of education programs and services that are available to nondisabled children, including art, music, industrial arts, consumer and homemaking education, and vocational education.

§300.113 ROUTINE CHECKING OF HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES

- 1) Acadia Preparatory Academy Inc. will ensure that the hearing aids worn in school by children with hearing impairments are functioning properly; and
- 2) The external components of surgically implanted medical devices (e.g., cochlear implants) are functioning properly, except that the agency will not be responsible for any post-surgical maintenance, programming or replacement of any component, external or internal, of the medical device.

§300.154 METHODS OF ENSURING SERVICES

1) Acadia Preparatory Academy may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted under the public benefits or insurance program, except that Acadia Preparatory Academy:

- a) may not require parents to sign up for or enroll in public benefits or insurance programs to receive FAPE;
- b) May not require parents to incur out-of-pocket expenses such as payment of a deductible or co-pay for services required by IDEA, but may pay the cost that parents otherwise would be required to pay;
- c) May not use a child's public benefit if that use would:
 - i) decrease lifetime benefits;
 - ii) result in the family paying for non-school services that would otherwise be paid for by public benefits;
 - iii) increase premiums or lead to discontinuation of benefits; or
 - iv) risk loss of eligibility.

2) Acadia Preparatory Academy must notify parents that their refusal to allow access to their public benefits does not relieve the agency of its responsibility provide all required IDEA services.

3) Acadia Preparatory Academy must obtain parent consent consistent with §300.09 each time that access to public benefits are sought (Policy updated 8/1/1

GRADUATION POLICY & PROCEDURE

POLICY

Acadia Preparatory Academy Inc. shall provide a FAPE to all eligible students until termination of eligibility due to graduation from secondary school with diploma or due to exceeding 21 years of age, in accordance with §300.305 and ARS 15-701.01.(A)(3)and (B).

PROCEDURES

ARS 15-701.01(B) and AAC R7-2-301 (D)(1)

- 1) Acadia Preparatory Academy Inc. ensures that the governing board shall prescribe graduation criteria for students with disabilities from its high schools, shall include accomplishment of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district assessment.
- 2) Acadia Preparatory Academy Inc. ensures that the governing board shall develop a course of study and graduation and promotion requirements for all students placed in special education programs in accordance with R7-2-401 et seq.

§300.102 LIMITATION-EXCEPTION TO FAPE FOR CERTAIN AGES

- 1) Acadia Preparatory Academy Inc. will not be obligated to provide FAPE to students with disabilities who have graduated from high school with a regular school diploma.
- 2) The exception does not apply to children who have graduated from high school but have not been awarded a regular high school diploma.
- 3) Graduation from high school with a regular high school diploma constitutes a change of placement requiring prior written notice in accordance with §300.503.

§300.305 ADDITIONAL REQUIREMENTS FOR EVALUATIONS AND REEVALUATIONS

- 1) An evaluation is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma or due to exceeding 21 years of age.
- 2) For a child no longer eligible due to graduation or exceeding the age of eligibility, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post secondary goals.

ARS 15-701.01(3) HIGH SCHOOL GRADUATION; REQUIREMENTS

Pupils with disabilities as defined in ARS 15-761 or children who receive special education as defined in

15-763, shall not be required to achieve passing scores on competency tests (AIMS) in order to graduate from high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless a passing score on a competency test is specifically required in a specific academic area by the pupil's IEP as mutually agreed on by the pupil's parents (or 18 year old student) and IEP Team.

INDIVIDUALIZED EDUCATION PROGRAM POLICY PROCEDURES (IEP)

POLICY

Acadia Preparatory Academy Inc. shall ensure that an IEP is developed and implemented for each eligible child served by Acadia Preparatory Academy Inc placed in or referred to a private school or facility by Acadia Preparatory Academy Inc. in accordance with §300.320-325 of the IDEA regulations.

PROCEDURES

§300.320 CONTENTS OF THE IEP

1) The contents of each IEP will include a statement of:

a) The child's present levels of academic achievement and functional performance, including:

i) how the child's disability affects the child's involvement and progress in the general curriculum; or

ii) for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

b) Measurable annual goals, including academic and functional goals designed to:

i) meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

ii) meet each of the child's other educational needs that result from the child's disability;

iii) for children with disabilities who take alternate assessments (AIMS A) aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

c) How the child's progress toward meeting the IEP goals will be measured and when periodic reports on the child's progress toward the goals will be provided;

d) The special education and related services to be provided to the child, the supplementary aids and services to be provided to the child or on behalf of the child, the program modifications or supports for school personnel that will be provided to enable the child:

i) to advance appropriately toward attaining the annual goals;

ii) to be involved in and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities with other children with disabilities and nondisabled children.

e) The extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities;

f) Any individual accommodations that are needed to measure the academic achievement and functional performance of the child on State and district-wide assessments;

g) If the IEP team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why:

i) the child cannot participate in the regular assessment; and

ii) the particular alternate assessment selected is appropriate for the child;

h) The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.

i) Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, the IEP will also include a statement of

i) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate independent living skills;

ii) transition services (including courses of study) needed to assist the child in reaching those goals.

j) Beginning not later than one year before a student reaches the age of 18, the IEP will include a statement that the parents and the student have been informed of the rights under Part B, if any, that will transfer to the student on reaching the age of 18.

§300.321 THE IEP TEAM

1) The IEP team for each child with a disability will include:

a) The parents of the child;

b) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);

c) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;

d) A representative of Acadia Preparatory Academy Inc. who:

i) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

ii) is knowledgeable about the general education curriculum; and

iii) is knowledgeable about the availability of resources of Acadia Preparatory Academy Inc.;

iv) may be a public agency team member described in (b) through (f) if the above criteria are met.

e) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in (b) through (f).

f) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and

g) Whenever appropriate, the child with a disability.

h) A child of any age if the purpose of the meeting is to consider postsecondary goals and transition services needed to assist the child in reaching the IEP goals

i) if the student does not attend the IEP meeting, Acadia Preparatory Academy Inc. will take other steps to ensure that the student's preferences and interests considered.

ii) To the extent appropriate and with consent of the parents or the adult child, the public

iii) agency will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services

iv) for a child who is transitioning from AzEIP, representatives from AzEIP must be invited to the initial IEP if the parent requests.

2) A member of the IEP team described in (A)(2) through (A)(5) is not required to attend the IEP meeting if the parent and the school agree in writing prior to the meeting that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.

3) A member of the IEP team described in (A)(2) through (A)(5) may be excused from attending the IEP meeting in whole or part when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parent, in writing and Acadia Preparatory Academy consent to the excusal and the member submits, in writing to the IEP team, input into the development of the IEP prior to the meeting.

4) In the case of a child previously served by AzEIP, an invitation to the initial IEP Team meeting must, at the request of the parent, be sent to the AzEIP service coordinator to assist with the smooth transition of services.

§300.322 PARENT PARTICIPATION

1) The agency will take steps to ensure parent(s) of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate by:

a) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

b) Scheduling the meeting at a mutually agreed on time and place.

2) The meeting notice will:

- a) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - b) Inform the parents of the provisions relating to the participation of other individuals who have knowledge or special expertise about the child and of representatives of the AzEIP (if the meeting is for an initial IEP of a child transitioning from AzEIP).
- 3) Beginning not later than the first IEP to be in effect when the child turns 16, the notice will also:

- a) Indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services;
 - b) Indicate that the agency will invite the student
 - c) Identify any other agency that will be invited to send a representative.
- 4) If neither parent can attend, Acadia Preparatory Academy Inc. will use other methods to ensure parent participation, including individual or conference telephoning.
- 5) A meeting may be conducted without a parent in attendance if Acadia Preparatory Academy Inc. is unable to convince the parents that they should attend. In this case, Acadia Preparatory Academy Inc. will maintain a record of its attempts to arrange a mutually agreed on time and place, such as:
- a) Detailed records of telephone calls made or attempted and the results of those calls;
 - b) Copies of correspondence sent to the parents and any responses received; and
 - c) Detailed records of visits made to the parent's home or place of employment and the results of those visits.
- 6) Acadia Preparatory Academy Inc. will take whatever action is necessary to help the parent understand the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- 7) Acadia Preparatory Academy Inc. will give the parent a copy of the child's IEP at no cost to the parent.

§300.323 WHEN IEPs MUST BE IN EFFECT

- 1) At the beginning of each school year, Acadia Preparatory Academy Inc. must have in effect for each child with a disability in its jurisdiction, an IEP as defined in 300.320.
- 2) Acadia Preparatory Academy Inc. will ensure that:
- a) A meeting to develop an IEP for an eligible child is conducted within 30 days of a determination of eligibility for special education and related services.
 - b) As soon as possible following the development of the IEP, the services indicated in the IEP are made available to the child. An IEP will be in effect at the beginning of each school year.
 - 3) For a child aged 2.9-5 years previously served by AzEIP, the IEP team will consider the contents of the child's IFSP. An IFSP may serve as the IEP of the child if:
 - a) The agency has provided the parents with a detailed explanation of the differences between an IEP and an IFSP;
 - b) The parent and the agency agree in writing to the use of an IFSP;
 - c) The IFSP contains an educational component that promotes school readiness and includes pre-literacy, language and numeric skills; and
 - d) The IFSP is developed in accordance with IEP procedures.
 - 4) Acadia Preparatory Academy Inc. will ensure that each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for implementing the IEP.
 - a) Each teacher and related service provider will be informed of his or her specific responsibilities in implementing the IEP; and
 - b) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.
 - 5) For a child with an IEP who transfers into Acadia Preparatory Academy Inc. from another public agency in Arizona, Acadia Preparatory Academy Inc., in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the agency:
 - a) Reviews and adopts the child's IEP from the previous public agency or
 - b) Develops, adopts, and implements a new IEP.

6) For a child with an IEP who transfers into Acadia Preparatory Academy Inc. from another state, Acadia Preparatory Academy Inc., in consultation with t provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the agency:

- a) Conducts an evaluation for eligibility for special education in Arizona or determines that such an evaluation is unnecessary; and
- b) Develops, adopts, and implements a new IEP, if appropriate.

7) To facilitate the transition of a child enrolling from another public education agency, either from within or from outside of Arizona, the public agency will take reasonable steps to promptly obtain the child's education records, including all records pertaining to special education, from the previous public agency in which the child was enrolled.

8) When a records request is received from another public agency, from either within or outside of Arizona, the agency will promptly respond to the request.

§300.324 DEVELOPMENT, REVIEW AND REVISION OF AN IEP

1) In developing each child's IEP, the IEP team will consider:

a) The strengths of the child and the concerns of the parents for enhancing the education of their child; b) The results of the initial or most recent evaluation of the child; and

b) The academic, developmental, and functional needs of the child.

2) In consideration of special factors, the IEP team must:

a) In the case of a child whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior;

b) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;

c) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child;

d) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode;

e) Consider whether the child requires assistive technology devices and services.

3) The regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including the determination of:

a) Appropriate positive behavioral interventions and strategies for the child; and

b) Supplementary aids and services, program modifications, and/or supports for school personnel that will be provided for the child, consistent with §300.320(a)(4).

4) In making changes to the IEP after the annual IEP meeting, the parent and the agency may agree to amend the IEP without a meeting for the purpose of making those changes and, instead, develop a written document to amend or modify the child's current IEP. Acadia Preparatory Academy Inc. m

a) Inform all members of the child's IEP team of those changes, and

b) Upon request, provide the parents with the revised copy of the IEP.

5) To the extent possible, Acadia Preparatory Academy Inc. will encourage the consolidation of evaluation, reevaluation and IEP meetings for a child.

6) Acadia Preparatory Academy Inc. will ensure that the IEP team reviews the child's IEP periodically, but not less than annually, to determine if goals are t achieved, and revise the IEP, when appropriate, to address:

a) any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;

b) the results of any reevaluation;

c) information about the child provided to, or by the parents;

d) the child's anticipated needs, or other matters.

7) If a participating agency other than Acadia Preparatory Academy Inc. fails to provide the transition services in an IEP, Acadia Preparatory Academy Inc. IEP team to identify alternative strategies to meet the child's transition outcomes.

§300.325 PRIVATE SCHOOL PLACEMENTS BY ACADIA PREPARATORY ACADEMY INC.

1) Before Acadia Preparatory Academy Inc. places a child with a disability in a private school or facility, the agency must initiate and conduct a meeting to an IEP for the child and ensure that a representative of the private school or facility attends the meeting in person or by conference call.

2) Subsequent IEP reviews may be initiated and conducted by the private school at the discretion of Acadia Preparatory Academy Inc.. However, Acadia Preparatory Academy Inc. must ensure that:

a) The parents and public agency representative are involved in any decisions about the child's IEP; and

b) Agree to any proposed changes in the IEP before those changes are implemented.

3) Acadia Preparatory Academy Inc. remains responsible to ensure FAPE to a child placed by Acadia Preparatory Academy Inc. in a private school or facility.

§300.327 EDUCATIONAL PLACEMENTS

Acadia Preparatory Academy Inc. must ensure that the parents of a child with a disability are members of any group that makes decisions on the educational placement of their child.

LEAST RESTRICTIVE ENVIRONMENT (LRE) POLICY & PROCEDURE

POLICY

Children with disabilities, including children in public or private institutions or other care facilities, will be educated to the maximum extent appropriate with children who are not disabled in accordance with §§300.114-300.117 of the IDEA regulations.

PROCEDURES

§300.114 LRE REQUIREMENTS

Acadia Preparatory Academy Inc. will ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

§300.115 CONTINUUM OF ALTERNATIVE PLACEMENTS

1) Acadia Preparatory Academy Inc. will make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services.

2) The continuum of alternative placements will include:

a) Instruction in regular classes, special classes, special schools, home instruction, and instruction in hospital and institutions;

b) Supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

§300.116 PLACEMENTS

1) The placement decision for each child will be:

a) Made by a group that includes the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;

b) In conformity with the LRE provisions of the IDEA regulations;

c) Determined at least annually;

d) Based on the child's IEP; and,

e) As close as possible to the child's home.

2) Unless the IEP of a child requires some other arrangement, the child will be educated in the school that he or she would attend if not disabled.

3) In selecting the LRE, consideration will be given to any potential harmful effect on the child or on the quality of services that s/he needs.

4) A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

§300.117 NONACADEMIC SETTINGS

1) In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, Acadia Preparatory Academy Inc. must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.

2) Acadia Preparatory Academy Inc. will ensure that the supplementary aides and services determined by the IEP Team to be appropriate and necessary are to allow the child to participate in nonacademic settings.

PROCEDURAL SAFEGUARDS POLICY & PROCEDURE

POLICY

Acadia Preparatory Academy Inc. will establish, maintain, and implement procedural safeguards that meet the requirements of §300.500 through 300.536 IDEA Regulations.

PROCEDURES

§300.501 OPPORTUNITY TO EXAMINE RECORDS; PARENT PARTICIPATION IN MEETINGS

1) Acadia Preparatory Academy Inc. will ensure that the parents of a child with a disability shall be given an opportunity to inspect and review all educational records with respect to the identification, evaluation, educational placement, and the provision of FAPE to the child

2) Acadia Preparatory Academy Inc. will ensure that the parents of a child with a disability shall:

a) be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement and the provision of FAPE to the child.

b) be provided notice consistent with §300.322 to ensure they have opportunity to participate in meetings.

c) be members of any group that makes decisions on the educational placement of their child

3) If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the public agency must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.

4) A placement decision may be made by a group without the involvement of the parent, if Acadia Preparatory Academy Inc. is unable to obtain the parent's participation and has maintained a record of its attempts to ensure their involvement.

§300.502 INDEPENDENT EDUCATIONAL EVALUATION

1) The parents of a child with a disability have the right to obtain an independent educational evaluation of their child. Acadia Preparatory Academy Inc. will provide to parents, upon request for an independent educational evaluation:

a) Information about where an independent educational evaluation may be obtained; and

b) The agency criteria applicable for independent educational evaluations. Agency criteria for the independent educational evaluation must be the same as the criteria the agency uses when it conducts an evaluation, to the extent consistent with the parent's right to an evaluation.

2) A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency. If a parent requests an independent educational evaluation at public expense, Acadia Preparatory Academy Inc. must, without unnecessary delay,

a) File for a due process hearing to show that its evaluation is appropriate; or

b) Ensure that an independent educational evaluation is provided at public expense, unless the agency demonstrates in a hearing that the evaluation obtained by the parent did not meet agency criteria.

3) If a due process hearing decision is that the agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.

4) If a parent requests an independent educational evaluation, Acadia Preparatory Academy Inc. may ask for the parent's reasons for the objections, but may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or filing a request for due process to defend its evaluation.

5) A parent is entitled to only one independent educational evaluation at public expense each time Acadia Preparatory Academy Inc. conducts an evaluation which the parent disagrees.

- 6) The results of any independent educational evaluation which is obtained by or provided to Acadia Preparatory Academy Inc.:
 - a) must be considered by Acadia Preparatory Academy Inc., if it meets agency criteria, in any decision with respect to the provision of FAPE to the child;
 - b) may be presented by any party as evidence in a due process hearing.
- 7) If a hearing officer requests an independent educational evaluation as part of a due process hearing, the cost of the evaluation must be at public expense.

§300.503 PRIOR NOTICE BY ACADIA PREPARATORY ACADEMY INC.; CONTENT OF NOTICE

- 1) Written notice must be given to the parents of a child with a disability a reasonable time before Acadia Preparatory Academy Inc.-
 - a) Proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child; or
 - b) Refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child.
- 2) The notice must include:
 - a) A description of the action proposed or refused by the agency;
 - b) An explanation of why the agency proposes or refuses to take the action;
 - c) A description of each evaluation procedure, assessment, record or report the agency used as a basis for the proposed or refused action;
 - d) A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
 - e) Sources for parents to contact to obtain assistance in understanding the provisions of this part;
 - f) A description of other options that the IEP Team considered and the reasons why those options were rejected;
 - g) A description of other factors that are relevant to the agency's proposal or refusal
- 3) The notice must be written in language understandable to the general public, provided in the native language or other mode of communication used by the parent.
- 4) If the native language or other mode of communication used by the parent is not a written language, the agency must ensure:
 - a) the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
 - b) That the parent understands the content of the notice;
 - c) That there is written evidence of these requirements.

§300.504 PROCEDURAL SAFEGUARDS NOTICE

- 1) A copy of the procedural safeguards available to the parent of a child with a disability must be given to the parents only one time a school year, except that a copy also must be given to the parents:
 - a) Upon initial referral or parent request for evaluation;
 - b) Upon receipt of a first complaint to the State or first request for a due process hearing in a school year;
 - c) When a disciplinary change of placement /removal has been initiated;
 - d) Upon request by a parent.
- 2) The procedural safeguards notice must include a full explanation of all the procedural safeguards available under §300.148, §§300.151 through 300.153, §300.300, §§300.502 through 300.503, §§300.505 through 300.515, §300.520, §§300.530 through 536, and §§300.610 through 300.625 relating to:
 - a) Independent educational evaluations;
 - b) Prior written notice;
 - c) Parental consent;

- d) Access to education records;
 - e) Opportunity to present and resolve complaints through the due process hearing and State complaint procedures, including:
 - i) The time period in which to file a complaint;
 - ii) The opportunity for the agency to resolve the complaint;
 - iii) The difference between due process hearing and State complaint procedures, jurisdictions, issues that may be raised, timelines, and relevant procedures.
 - f) The availability of mediation;
 - g) The child's placement during the due process hearing;
 - h) Procedures for students subject to placement in an interim alternative educational setting;
 - i) Requirements for unilateral placements by parents of children in private schools at public expense;
 - j) Due process hearings including requirements for disclosure of evaluation results and recommendations;
 - k) Civil actions, including timelines;
 - l) Attorney fees.
- 3) This notice must meet the same requirements for understandable language as for the written prior notice described in §300.503.

§300.505 ELECTRONIC MAIL

The parent of a child with a disability may elect to receive required notices by an electronic mail communication if Acadia Preparatory Academy Inc. makes option available.

§300.506 MEDIATION

1) Acadia Preparatory Academy Inc. will establish procedures to allow parties to disputes, including those matters arising prior to a request for a due process to resolve disputes through mediation. Procedures will ensure that the mediation process:

- a) Is voluntary on the part of the parties;
- b) Is not used to deny or delay a parent's right to a due process hearing or any other right under the IDEA;
- c) Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

2) A public agency may establish procedures to offer to parents and schools that choose not to use mediation an opportunity to meet, at a time and location convenient to the parties, with a disinterested party:

- a) Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center, or community parent resource center;
- b) Who would explain the benefits of, and encourage the mediation process to the parents;

§300.507 FILING A DUE PROCESS COMPLAINT

1) A parent or public agency may file a request for a due process hearing relating to the identification, evaluation or educational placement of a child with a disability.

2) The request for a due process hearing must allege a violation that occurred not more than two years before the date the parent or public agency knew or should have known about the alleged violation.

3) Acadia Preparatory Academy Inc. must inform the parent of any free or low cost legal and other relevant services available in the area upon parent request.

§300.508 DUE PROCESS COMPLAINT (HEARING)

1) Acadia Preparatory Academy Inc. will have procedures that require either party, or the attorney representing a party, to provide to the other party a confidential due process complaint.

2) The party filing the notice for a hearing must forward a copy of the request to the State.

3) The due process hearing complaint must include the following in order for the complaint to be heard:

- a) The name of the child;
 - b) The residential address of the child;
 - c) The school of attendance;
 - d) A description of the nature of the problem of the child relating to the proposed or refused initiation or change, including facts relating to the problem; and
 - e) A proposed resolution of the problem to the extent known and available to the party at the time.
- 4) The due process complaint will be deemed sufficient unless the party receiving the complaint notifies the hearing officer and the other party in writing, within 15 days of receipt of the complaint, that it believes the complaint does not meet the content requirements.
 - 5) Within five days of receipt of notice, the hearing officer must determine whether the complaint meets the requirements and notify the parties, in writing, of that determination.
 - 6) A party may amend its due process complaint only if:
 - a) The other party consents in writing and is given an opportunity to resolve the complaint through the resolution process; or
 - b) The hearing officer grants permission, but in no case later than five days before the due process hearing begins.
 - 7) If a party files an amended complaint, the relevant timelines begin again.
 - 8) If Acadia Preparatory Academy Inc. has not sent a prior written notice to the parent regarding the subject matter contained in the due process complaint, it do so within 10 days of receiving the complaint.
 - 9) Within 10 days of receiving the complaint, the receiving party will send to the other party a response that specifically addresses the issues raised in the due process complaint.

§300.510 RESOLUTION PROCESS

- 1) Within 15 days of receiving the notice of the parent's due process complaint, and prior to the initiation of a due process hearing, the public agency must convene a meeting with the parent and the relevant members of the IEP Team who have specific knowledge of the facts identified in the complaint that:
 - a) Includes a representative of Acadia Preparatory Academy Inc. who has agency decision-making authority;
 - b) May not include an attorney of Acadia Preparatory Academy Inc. unless the parent is accompanied by an attorney.
- 2) The purpose of the meeting is for the parent of the child to discuss the due process complaint, and the factual basis of the complaint, so the public agency has the opportunity to resolve the dispute.
- 3) The resolution meeting need not be held if:
 - a) The parent and public agency agree in writing to waive the meeting; or
 - b) The parent and public agency agree to use the mediation process.
- 4) The parent and Acadia Preparatory Academy Inc. determine the relevant IEP Team members to attend the meeting.
- 5) If Acadia Preparatory Academy Inc. has not resolved the complaint to the satisfaction of the parent within 30 days of the receipt of the complaint, the due hearing may occur. The timeline for issuing a final decision begins at the end of this 30-day period.
- 6) The failure of the parent to participate in the resolution meeting that has not been mutually agreed to be waived, will delay the timelines for the resolution process and due process hearing until the meeting is held.
- 7) If Acadia Preparatory Academy Inc. is unable to obtain the participation of the parent after reasonable efforts have been made and documented, the agency at the conclusion of the 30-day period, request the hearing officer dismiss the parent's due process complaint.
- 8) If Acadia Preparatory Academy Inc. fails to hold the resolution meeting within 15 days of receiving the complaint or fails to participate in the meeting, it may request that the hearing officer begin the hearing timeline.
- 9) The 45-day timeline for the due process hearing starts the day after:
 - a) Both parties agree in writing to waive the resolution meeting; OR
 - b) After either the mediation or resolution meeting starts but before the end of the 30-day resolution period, the parties agree in writing that no

agreement is possible; OR

c) If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, one party withdraws from the mediation process.

10) If a resolution is reached at the meeting, the parties must execute a legally binding agreement that is:

a) Signed by both the parent and public agency representative who has authority to legally bind the agency; and

b) enforceable in any State court of competent jurisdiction or in a district court of the U.S.

11) Either party may void the agreement within 3 business days of the agreement's execution.

§300.518 CHILD'S STATUS DURING PROCEEDINGS

1) The child involved in the due process hearing complaint must remain in his or her current educational placement:

a) Unless a discipline appeal has been filed as provided in §300.533;

b) During the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing under §300.507; or

c) Unless Acadia Preparatory Academy Inc. and parents of the child agree otherwise

2) If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school until the completion of all the proceedings.

3) If the complaint involves an application for initial services for a child who has turned three and transitioning from Part C to Part B, the public agency is not required to provide the Part C services the child had been receiving. If the child is found eligible for special education and related services under Part B, and the parent consents to the initial provision of services under §300.300(b), then Acadia Preparatory Academy Inc. must provide those services that are not in dispute.

4) If the hearing officer agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between the State and parent for the purposes of (1)(c) of this section.

§300.519 SURROGATE PARENTS

1) Acadia Preparatory Academy Inc. will ensure that the rights of a child are protected by assigning an individual to act as a surrogate for the parents when:

a) No parent can be identified;

b) After reasonable efforts are made, no parent can be located;

c) The child is a ward of the State (with no foster parent);

d) The child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act;

2) Acadia Preparatory Academy Inc. will have a method for determining when a surrogate parent is needed and for making surrogate parent assignments.

3) Acadia Preparatory Academy Inc. will ensure that a person selected as a surrogate parent:

a) Is not an employee of the State, the agency, or any other agency that is involved in the education or care of the child

b) Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and

c) Has knowledge and skills that ensure adequate representation of the child.

4) In the case of an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all the requirements of this section.

§300.520 TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY

1) When a child with a disability reaches age 18, unless that child has been determined to be incompetent:

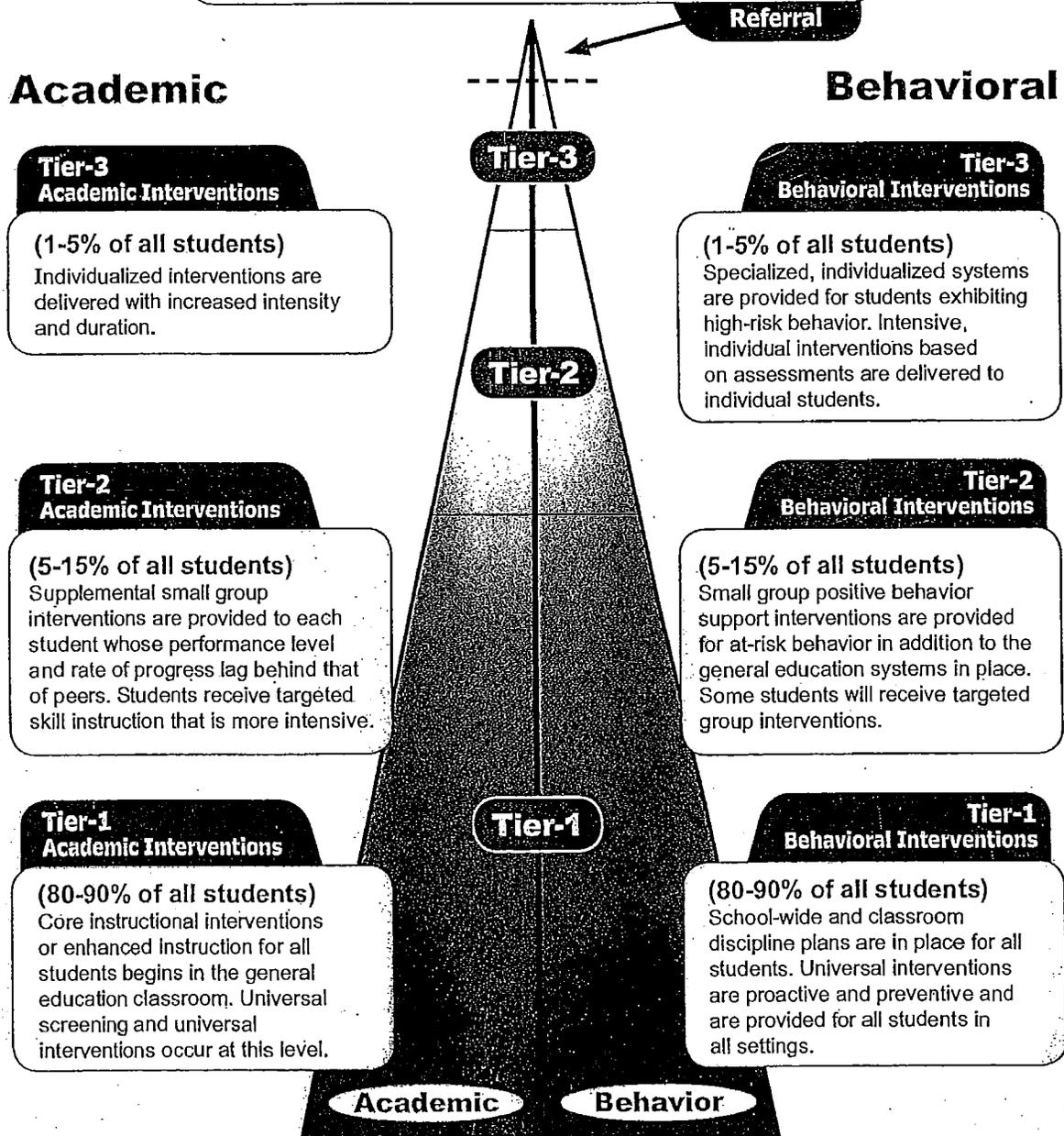
a) Acadia Preparatory Academy Inc. will provide any notice required by the IDEA regulations to both the child and the parents; and

b) All rights accorded to parents under Part B of the Act transfer to the child

2) When the rights are transferred, Acadia Preparatory Academy Inc. will provide notice to the child and parent of the transfer of rights.

Response to Intervention (RtI) Model

A referral may be considered to Section 504, special education, or other district options. Some districts denote this referral process as Tier-4.



Referral Source(s): _____ Teacher
 _____ Other

**Response to Intervention
 Referral Information**

Student Name: _____ ID#: _____ Grade: _____ Date: _____

Teacher: _____ Conference Period: _____ Subject/Period: _____

Is this student currently receiving any special programs services? Yes No
 A Section 504 Bilingual/ESL
 B Speech Other: _____
 C Resource

Home Language Survey: English Spanish Other: _____

Has student been retained? No Yes: Grade _____

Is attendance an issue to be considered? No Yes: # days absent _____

Grades		
Subject/Area	Current Grade	Yearly Average
Reading		
Language Arts		
Math		
Science		
Social Studies		
Conduct		

Parental Contacts	
Date	Purpose/result

Initial Reading Level _____ (DRA, WRAP, Lexile, etc.)	
Date	Reading Level

CRT SCORES		
Grade	Subject	Score

Grade	Subject	Score

Reason for Rtl referral (See appropriate flowchart) _____

Academic Strengths: _____

Academic Weaknesses: _____

Behavioral Comments: _____

Problems in ancillary classes (Art/Music/PE/Computer/Drama/Other?) _____

Significant Conduct Events: _____

**RTI
Referral Information
Tier I Instructional Practices**

What have you utilized in order to help this child become more successful? How did you differentiate for this student?
Describe practices that apply specifically to this student's targeted needs.

- Targeted Need: Phonics/Decoding Reading Comprehension Fluency Vocabulary
 Written Expression Expressive Language (Oral Expression)
 Receptive Language (Listening Comprehension) Math Computation/Calculation
 Math Problem Solving Behavior Math Application

Subject:	Effectiveness	Date Started	Date Ended
Instructional Practice:			

Subject:	Effectiveness	Date Started	Date Ended
Instructional Practice:			

Subject:	Effectiveness	Date Started	Date Ended
Instructional Practice:			

Attachment A.8.8, Rtl referral packet and flowchart

How does this student's current level compare to grade-level averages?

Additional Comments/Concerns:

Tier 2 Recommendations (List specific strategy and attach copy of progress monitoring form):

Committee Members (should include at least two people knowledgeable about the student):

Signature	Position

Parent(s) will be contacted with the results of this meeting on _____ by _____
Date Name of Person Responsible

Attachment A.8.8, Rtl referral packet and flowchart

Date Given or Sent: _____

**Response to Intervention
Parent Information**

Student Name: _____ ID #: _____ DOB: _____ Age: _____

School: _____ Grade: _____ Teacher: _____

Parent/Guardian: _____ Parent/Guardian: _____
_____ Married _____ Divorced _____ Separated _____ Single

Parent/Guardian Contact Information:

Primary Phone: _____ Secondary Phone: _____ E-mail: _____

Child lives with: _____

Primary Address: _____

List of siblings and others residing in the primary residence: _____

Language used most in home: _____

How is student transported to school: _____ To home: _____

Describe your child's strengths, weaknesses, and interests: _____

Please describe any recent situations which could be affecting your child's learning, attendance, or behavior: _____

Please describe any history of academic or emotional difficulties in your family: _____

Signature of Parent

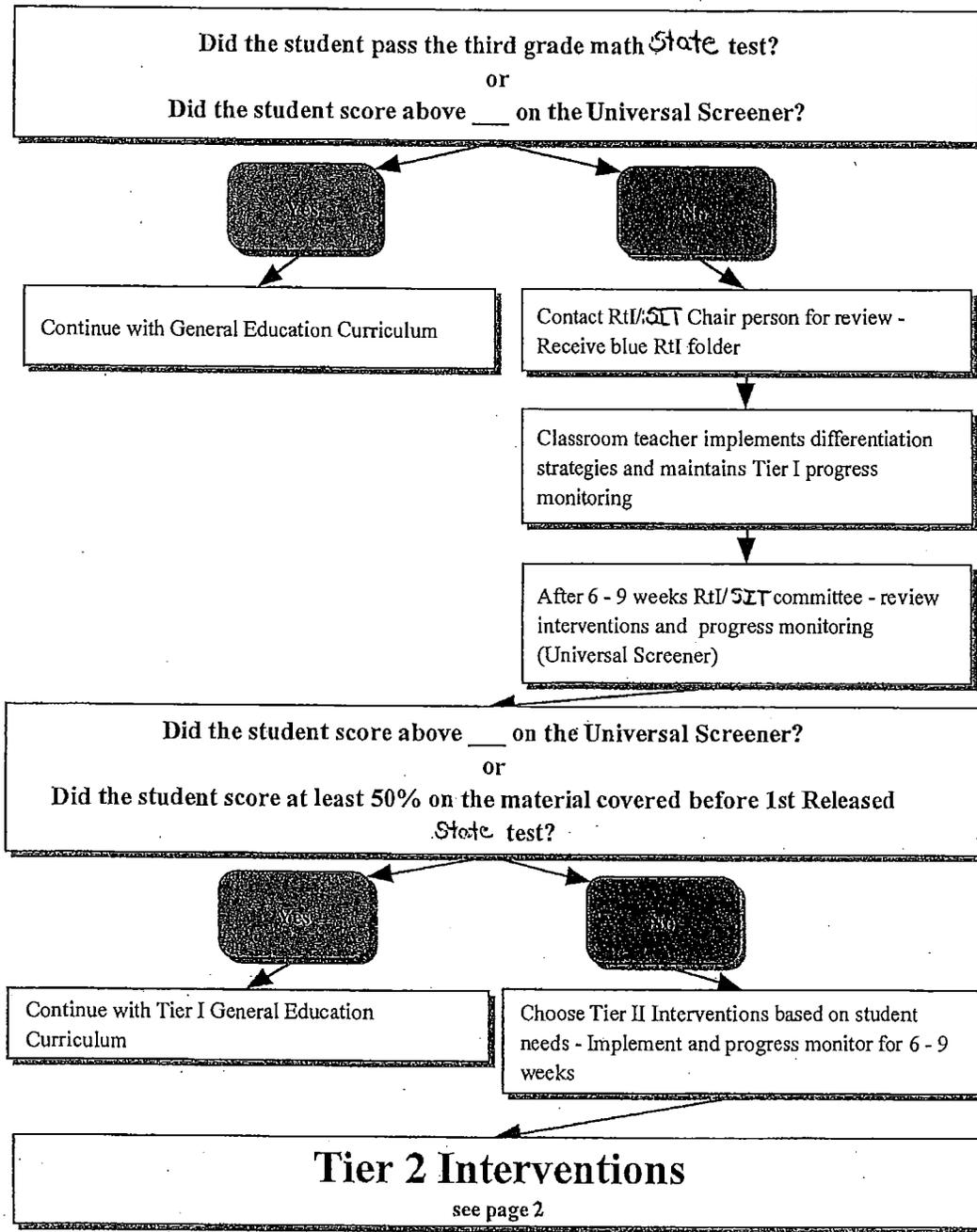
Date

*Signature of Person Completing This Form
(if information was obtained by parent interview)*

Position

Date

Fourth Grade Math Response to Intervention Flowchart



Name _____ Campus _____

Teacher _____

Tier One General Education Instruction - Math

Component	Instructional Practices/Resources	Assessment/Progress Monitoring	Instructional Differentiation
Number Sense and Computation	<input type="checkbox"/> Acting It Out <input type="checkbox"/> Calculators <input type="checkbox"/> Color Coding <input type="checkbox"/> Concrete → pictorial → abstract <input type="checkbox"/> Cooperative learning groups <input type="checkbox"/> FASTT Math <input type="checkbox"/> Flexible grouping <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Journaling <input type="checkbox"/> Manipulatives <ul style="list-style-type: none"> ○ Counters ○ Base Ten blocks ○ Pattern blocks ○ Color tiles ○ Geoboards ○ Cubes ○ Geometric solids ○ Attribute blocks ○ Dice ○ Clocks ○ Coins ○ Thermometers ○ Rulers ○ Balance & gram weights ○ Fraction pieces ○ Tangrams <input type="checkbox"/> Math Workstations <input type="checkbox"/> Mental models <input type="checkbox"/> Modeling <input type="checkbox"/> Modeling metacognitive thinking <input type="checkbox"/> Oral reading (word problems) <input type="checkbox"/> Pictorial representations <input type="checkbox"/> Problem solving strategies <input type="checkbox"/> QDPAC plan & graphic organizer	<input type="checkbox"/> Observation/Informal <input type="checkbox"/> Assessments <input type="checkbox"/> Benchmarks <input type="checkbox"/> Performance assessments <input type="checkbox"/> Spiral reviews <input type="checkbox"/> FASTT Math reports <input type="checkbox"/> Questioning <input type="checkbox"/> Independent practice <input type="checkbox"/> Homework <input type="checkbox"/> Tests <input type="checkbox"/> Released TAKS tests	<input type="checkbox"/> Acting It Out <input type="checkbox"/> Alternative Teaching Strategies <input type="checkbox"/> Calculators <input type="checkbox"/> Challenges <input type="checkbox"/> Chunking <input type="checkbox"/> Color Coding <input type="checkbox"/> Concrete → pictorial → abstract <input type="checkbox"/> Dictation for written responses <input type="checkbox"/> FASTT Math <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Hints/hint cards <input type="checkbox"/> Lined paper/grid paper <input type="checkbox"/> Manipulatives (see list) <input type="checkbox"/> Math Workstations <input type="checkbox"/> Menus <input type="checkbox"/> Modeling metacognitive thinking <input type="checkbox"/> Oral reading (word problems) <input type="checkbox"/> Partner work <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Pictorial representations <input type="checkbox"/> QDPAC plan & graphic organizer <input type="checkbox"/> Simplify <input type="checkbox"/> Small group instruction <input type="checkbox"/> Supplemental aids <input type="checkbox"/> Teach to all learning styles: tactile, visual, auditory <input type="checkbox"/> Think Central www.thinkcentral.com <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Tiered assignments <input type="checkbox"/> Wait time <input type="checkbox"/> Word wall/vocabulary cards
Other Concepts, Skills, and Application			
Problem Solving	<input type="checkbox"/> Small group instruction <input type="checkbox"/> Spiral reviews <input type="checkbox"/> Target the Question <input type="checkbox"/> Teach to all learning styles: tactile, visual, auditory <input type="checkbox"/> Think Central www.thinkcentral.com <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Vocabulary activities <input type="checkbox"/> Word wall/vocabulary cards		

Grades K-4

Number Sense and Computation Progress Monitoring Summary

Student Name: _____ Grade: 4 Campus: _____

Tier II Tier III Previous TAKS Math Score _____ Previous Objective 1 Score _____

Student Intervention Plan - Number Sense and Computation

Person Responsible for intervention: _____

Current Academic Performance: _____

Student Goal: _____

Strategy/Plan: _____

Time: _____ Location: _____

Monday Tuesday Wednesday Thursday Friday

Weekly Calculation Monitoring of Facts

Operation: Addition Subtraction Multiplication Division

Initial Assessment (Week 1)	Week 2	Week 3	Week 4	Week 5	Week 6
Number of Facts					
Fast Facts _____					
Focus Facts _____					
Type of Assessment					
Fast Math _____					
Teacher Comments					
Progress Demonstrated					
Significant <input type="checkbox"/>					
Some <input type="checkbox"/>					
None <input type="checkbox"/>					

Grade 4

Number Sense and Computation Progress Monitoring Summary

Initial Assessment (Week 1)	Week 2	Week 3	Week 4	Week 5	Week 6
Date: _____					
Weekly Average _____					
Objective 1					
Place Value					
Read _____					
Write _____					
Compare _____					
Order _____					
Add & Sub					
Addition _____					
Subtraction _____					
Rounding	Rounding	Rounding	Rounding	Rounding	Rounding
Rounds _____					
Mult & Division					
Multip. _____					
Division _____					
Fractions	Fractions	Fractions	Fractions	Fractions	Fractions
Model _____					
Compare _____					
Skill Level					
Very Little <input type="checkbox"/>					
Some <input type="checkbox"/>					
Adequate <input type="checkbox"/>					
Proficient <input type="checkbox"/>					
Teacher Comments					
Progress Demonstrated					
Significant <input type="checkbox"/>					
Some <input type="checkbox"/>					
None <input type="checkbox"/>					

Number Sense and Computation Progress Monitoring Summary

Skills Rubric

Category	Level 1	Level 2	Level 3	Level 4
Place Value	1 Cannot read, write, compare or order <i>whole</i> numbers.	2 Can read, write, compare, and order whole numbers in the <i>hundreds</i> period.	3 Can read, write, compare, or order whole numbers in the <i>thousands</i> period.	4 Can read, write, compare, and order whole numbers in the <i>thousands</i> period.
Addition & Subtraction	1 Cannot solve problems using addition.	2 Can solve some problems using addition.	3 Can solve most problems using addition.	4 Can solve problems using addition.
	1 Cannot solve problems using subtraction.	2 Can solve some problems using subtraction.	3 Can solve most problems using subtraction.	4 Can solve problems using subtraction.
Rounding	1 Cannot round <i>whole</i> numbers.	2 Can round whole numbers to the nearest <i>ten</i> .	3 Can round whole numbers to the nearest <i>hundred</i> .	4 Can use rounding in problem situations.
Multiplication & Division	1 Cannot solve problems with multiplication.	2 Can solve some problems with multiplication.	3 Can solve most problems with multiplication.	4 Can solve problems with multiplication.
	1 Cannot use models to solve division problems.	2 Can solve some problems with division using models.	3 Can solve most problems with division using models.	4 Can solve problems with division using models.
Fractions	1 Cannot model fractional quantities.	2 Can model some fractional quantities.	3 Can model most fractional quantities.	4 Can model fractional quantities.
	1 Cannot compare fractional parts of whole objects or sets using models.	2 Can compare some fractional parts of whole objects or sets using models.	3 Can compare most fractional parts of whole objects or sets using models.	4 Can compare fractional parts of both whole objects and sets using models.

Weekly Average	Recommended Scoring
Very Little Skill	1.0 - 1.4
Some Skill	1.5 - 2.4
Adequate Skill	2.5 - 3.4
Proficient	3.5 - 4.0

Continuum of Student Needs

Out-of-Class
Supports

In-Class
Supports

Specialized
Placements

Consultation
Only

Accommodations
Only

Support
Facilitation

Co-Teaching

Resource
Room

Self-
Contained



**General Education
Classroom**

**Alternative
Location**

Attachment A.9.2, *Pupil record retention policy*

If a student is new to the Clark County School District, a cumulative record file folder is to be established for students in accordance with specifications detailed in the CCSD Student Accounting Manual.

The governing body of the school will ensure that a permanent record for each pupil enrolled in the charter school is maintained in a separate file. The permanent record will contain:

- (a) The record of attendance of the pupil;
- (b) The grades received by the pupil;
- (c) The certificate of immunization of the pupil; and
- (d) Any other records related directly to the academic progress of the pupil.

In addition, the governing body of the school will ensure that the aforementioned records (and/or cumulative folders) are kept in a location that is safe and secure and affords reasonable protection from:

- (a) Fire;
- (b) Misuse; and
- (c) Access by unauthorized persons.

Information from a student's permanent record will not to be released unless the person seeking the information is authorized to have it. Permanent records of students will be maintained confidential and will only be made available for inspection by authorized persons.

Attachment B.1.1, Bylaws letter

Jerad Hunsaker
2055 E Fountain Street
Mesa AZ 85213

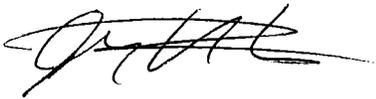
August 20, 2014

Nevada Charter School Authority
1749 N Stewart Street, Suite 40
Carson City, NV 89705

Dear Nevada Charter School Authority:

The Bylaws for Acadia Preparatory Academy are derived from the Model Charter School Governing Body Bylaws/Rules of Governance. As such, they comply with NRS Chapter 386.

Sincerely,

A handwritten signature in black ink, appearing to read "Jerad Hunsaker", with a stylized flourish at the end.

Jerad Hunsaker

BYLAWS
OF
ACADIA PREPARATORY ACADEMY

ARTICLE I
INTRODUCTION; LEGAL STATUS

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

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

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386, and other applicable statutes and regulations.

ARTICLE II
PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose of the School is to provide education to children from grade kindergarten to grade eight (8) and shall be operated exclusively for educational objectives and purposes. The School exists for the purpose for which the School is organized is to operate a charter school in Clark County, Nevada and to engage in any other activity permissible; it is to ensure that high quality education is accessible to all children regardless of economic status or background.

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

BOARD

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) 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) Develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) Enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) Hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) Develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) Submit a final budget to the state pursuant to statute and regulation;
- (i) Cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) 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) Ensure ongoing evaluation of the School and provide public accountability;
- (l) Uphold and enforce all laws related to charter school operations;

- (m) Improve and further develop the School;
- (n) Strive for a diverse student population, reflective of the community;
- (o) Ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Formation. The first Board formed after the approval of a charter shall consist of the members of the Committee to Form the School (Committee). Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of 5 board members.

- (a) The Board's membership shall adhere to the statutory requirements of NRS 386.549.
- (b) One Board member shall be selected by the Parent Association for the School if a parent association exists which is made up of parents/guardians of children enrolled at the School.
- (c) A majority of Board members shall be residents of the county in which the school is located.
- (d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (e) The Board members shall serve no more than two (2) consecutive terms varying in length of 3-5 years. 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 members shall elect a new member to fill the vacancy. All members of the first Board will begin their terms at the same time (upon approval of a charter). The original board will draw lots to determine the length of the terms. Two board members will serve 5 years, two board members will serve 4 years, and 1 board member will serve 3 years.

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

(g) 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 June of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled monthly 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.

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

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 Nevada's Open Meeting Law.

(a) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.

(b) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of members then in office. Except as provided specifically to the

contrary by these Bylaws, the act of a majority of the members in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the members at a regular or special meeting of the Board. A member 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 member 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 Board member and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

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

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

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

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

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

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

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

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

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

ARTICLE IV OFFICERS

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

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

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

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

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

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board

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

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

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

ARTICLE V STAFF

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

ARTICLE VI PARENT ASSOCIATION

There may be a Parent Association to facilitate parent involvement with the School. The Parent Association shall have the right to select from those of its members who have participated in a School provided orientation program, a member to be on the Board. If a Parent Association is established and a parent voted on the board, the term shall be for the school year in which they were elected, beginning July 1 and ending on June 30.

ARTICLE VII CONTRACTS, LOANS, AND DEPOSITS

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

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board and documented in the Board's policies for inspection by the SPCSA. The Chair and Administrator are authorized and required to sign all checks over the amount of \$5,000.00.

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

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

ARTICLE VIII PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

ARTICLE IX INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

**ARTICLE X
AMENDMENTS**

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board by an affirmative vote of two-thirds (2/3) of all the members 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 member at least five (5) days prior to the meeting. Bylaws may not be amended without notifying the school's sponsor.

**ARTICLE XI
DISSOLUTION**

Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of as they see fit.

**ARTICLE XII
PURPOSE OF THE BYLAWS**

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

CERTIFICATION

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

DATED this ____ day of _____, 20__.

_____, Secretary

Attachment B.2.1, Committee member names, resumes

Committee Member	Address	Affiliation	NRS. 386.520
Michelle Hunsaker	5455 Tami Place Las Vegas NV 89120 (proposed)	NO	Licensed Teacher
Jerad Hunsaker	5455 Tami Place Las Vegas NV 89120 (proposed)	NO	Knowledge/Expertise in Finance and Accounting
Kris Johnson	Tempe AZ	NO	Licensed Administrator/Licensed Teacher
Nicole Kirkley	15555 N Frank Lloyd Wright Blvd #2001 Scottsdale, AZ 85260	NO	Licensed Administrator
Vance Randall	228 Pioneers Peak Ave Henderson NV 89002	No	Knowledge/Expertise in Human Resources

The final board membership has not be organized. Recruitment and commitments will be completed by October 2014. Jerad Hunsaker & Michelle Hunsaker will be moving back to Las Vegas in January 2015. Nicole Kirkley will be moving to Las Vegas upon completion of her current principal contract with Hillcrest Academy in June 2015. Kris Johnson will not be moving to Las Vegas nor continue to be part of the board or school after charter approval.

Jerad R Hunsaker, CNP

Contact

Tel : 480-395-3320

e-mail : jerad.hunsaker@gmail.com

Address

2055 E Fountain Street, Mesa AZ 85213

Profile

Vice President of Charter Board of Hillcrest Academy & Superintendent

Key Skills

Proficient or familiar with a vast array of computer applications, concepts and technologies, including:

CMP 2000
A+ Certified
Smart Boards

N+ Certified
1 Year Paralegal Studies
4.0 GPA

Windows, Apple
QuickBooks Pro, IE,
Safari, Word, Excel, SQL

Accounting
Marketing
Social Media

Education

2009 to 2012	Bachelors of Science Nonprofit Leadership and Management - CNP Arizona State University, Phoenix AZ GPA 3.96 Certificate: Certified Nonprofit Professional
2007 to 2009	Associates of Arts Golf Management Golf Academy of America, Chandler AZ GPA 4.0
1999 to 2000	Associates of Arts Computer Management Las Vegas Computer College, Las Vegas NV GPA 4.0
1997 to 1998	One Year Paralegal Studies Heritage College, Las Vegas NV GPA 4.0

Work Experience

Hillcrest Academy Public Charter School K-12 <ul style="list-style-type: none">✓ Successfully took over failing school✓ Increased enrollment by 400% in 18 months✓ Implemented systems and efficiencies to increase revenues by \$250,000✓ Successfully hired and trained 3 principals and 75 staff for 2 new campuses	Superintendent/Vice-President 2012 to Present
Windsor National, LLC Mortgage Field Services <ul style="list-style-type: none">✓ Automated business with annual revenues between \$500,000 & \$1 Million✓ Installed network and controlled computer systems✓ Maintained State compliance and client relations✓ Performed all accounting functions including, payroll, AR, AP, & reporting	Founder, CEO 2006 to 2012
Independent Appraisal Services Real Estate Appraisal Services <ul style="list-style-type: none">✓ Certified Real Estate Appraiser✓ Lead quality control, over 1000 appraisals annually.✓ Controller and trainer	Founder, CEO 2001 to 2006
Econo Lube-N-Tune Two franchise locations <ul style="list-style-type: none">✓ Increased annual revenues by 20%✓ Trained the employees; Wrote a systems manual;✓ Installed network and controlled computer systems	Owner 1999 to 2001

Community Accomplishments and Awards

- Member of Golden Key International Honor Society

- **President of the Arizona State University Nonprofit Leadership Alliance Student Association**
- **Member of the ASU cycling and triathlon club**
- **Member of the ASU golf club**
- **Recipient of the ASU NLASA Excellence in Leadership award**
- **Pre-law student, in preparation for law school**

Community

- **PGA Waste Management Phoenix Open 2012 lead volunteer coordinator for ASU.**
 1. Over 500 shifts filled.
 2. Over 2000 volunteer man hours provided
 3. Lead a team of 20 (5 day leads, 15 shift leads)
- **Arizona Iron Man 2011, Co-Chair Environmental team lead.**
 1. Coordinated training to volunteers.
 2. Supervised over 100 volunteers providing 500 volunteer hours.
- **Boy Scouts of America Varsity Coach 2009-2012**
 1. Volunteer advisor to Varsity Team 6258, Mesa AZ
 2. Lead (6-12) scouts on weeklong super activities, campouts, Eagle projects and merit badges.
- **Victims Advocate for City of Mesa Prosecutor's office 2011-2012**
 1. Volunteered over 75 hours of service to victims
 2. Passed FBI, state police and fingerprint background checks
 3. Trained other volunteers to provide same services

❖ **Recipient of the Boy Scouts of America Medal of Merit (2012)**

Attachment B.2.2, Committee members' response to questionnaire

Jerad Hunsaker

I. Background

1. I affirm that I am at least 18 years old.

2. I am currently vice-president of Hillcrest Academy board in Arizona. I am also the superintendent. My wife and I have been looking for an opportunity to return back to our home in Nevada and decided to take our experiences and success in education back to our community.

3. I am serving on the committee but will NOT be serving on the board. I prefer a much more hands on approach to the education model and enjoy working with the principals and administration more directly.

4. Yes, I am currently vice-president of Hillcrest Academy board in Arizona. Hillcrest has been in existence for 20 years. I previously served as principal and am currently serving as superintendent of two sites. One in Phoenix and a new construction build in Mesa. I feel my vast experience in charter schools will be an asset to the Acadia Preparatory Academy team.

5. What is your understanding of the appropriate role of a public charter school board member? As a board member it is my role to guide, oversee mission and vision goals, assist in setting the overall annual budget, and assist in hiring the site administrator or superintendent and to provide counseling and training to the administrator. Board members are resources to the administrators.

6. What relevant knowledge and experience will you bring to the board? In addition to my experience as a board member, principal and superintendent, I am also an entrepreneur and nonprofit certified professional.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? At the end of the first year, we will smile together on a long hard year. We will be thanked by parents for educating their children and they look forward to another year. What will it be like after four years? Acadia Preparatory Academy will become a great community partner. We will be recognized as one of the best schools to attend and it will reflect in our waiting list.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? Our mission is simply to provide the best education available in a safe and nurturing environment. Our philosophy is what really sets us apart. Our schools are communities of learners. We care about students. We seek small class sizes and are committed to fiscal responsibility. We are responsible to our local community. We respect parents and their values. We believe learning extends beyond the classroom. We uphold traditional values such as respect, personal and social responsibility, honesty, and hard work. We are continually improving. We value our employees.

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

I am very familiar with our educational program. We use the Beyond Textbooks methods that have been proven throughout Arizona. The best way to describe Beyond Textbooks is that we use everything available to us, including search engines, videos, textbooks, wikis, work books, and more to teach the standards at a personalized mastery level. We scope and sequence the standards based on levels of importance, not by chapters in a book.

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 characteristics of a school would be fiscally responsible, teamwork not group think, timely in reporting, goal oriented and data driven. The main steps the board will need to take the first couple of years would be to be consistent in policy and procedures. To make sure that state reporting and compliance documentation is correct and timely. To provide as much oversight (without being overbearing or micro present) as needed to the administrators.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship. I know Michelle Hunsaker, my wife. She will remain on the board, I will not be a member of the board. I have also worked with Nicole Kirkley, Kris Johnson, and Vance Randall and it's through this professional relationship that has brought this diverse, independent group together. Nicole Kirkley nor Kris Johnson will be on the initial board.

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. I have a professional work relationship with Nicole Kirkley. Ms. Kirkley is currently one of the principals of Hillcrest Academy and would be moving to Las Vegas upon approval of charter and completion of her contract with Hillcrest 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 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. (If the school does not intend to partner with an EMO/CMO/ESP, 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? (If the school does not intend to partner with an educational service provider, write "N/A"). N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship. No

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain. NO

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.) I would first attempt to evaluate the situation. If it appeared to be self-dealing I would offer education through the board in regards to arms-length transactions, self-dealing, and conflicts-of-interest. I would follow up to see that the behavior has changed. If it has not I would take the full account to the board for disciplinary action including removal from the board. If the situation required it I would need to report the situation to local law enforcement or other agencies then I would do that.

*Lead the Advisory/College Counseling/Life and Study Skills Curriculum Design Committee

Vice Principal PK-8th grade (July 2010-July2012): Assistant Academic Leader of the PK-8th grade campus. Specifically handled scheduling, teacher evaluations, recruitment of faculty, discipline and academic tracking of the students.

September 2004-July 2010 **Heritage Oak Private Education**
Yorba Linda, CA 92886

Campus Director (Vice Principal): Manage recruitment and retention, interviewing of new staff, hiring paperwork, counseling, training (new staff along with continuing education), evaluations of teachers, dismissal and associated paperwork. Supervise staff scheduling, class scheduling and staff conferences/parent conferences. Track student immunizations, monitor data base upkeep, marketing, and advertisement. Focus on customer service as a central role through the use of verbal, written and electronic communication methods. Manage payroll timesheets and workers compensation paperwork. Manage fundraising for school support initiating the first contact to the local merchants and parents for donations. No unscheduled absences from Heritage Oak since June 1999. Use Microsoft Office, Word, Excel, Outlook and Publisher. Create, organize and plan new and existing programs and events for over 500 people. Such events include but are not limited to:

- After school day care program
- Staff development training
- Summer camp
- Welcome Back Celebration
- Variety Show
- Back to School nights
- Open Houses and Prospective Parent Open Houses

September 2001-August 2004 **Heritage Oak Private Education**

Activities Director/Student Services Director: Monitored and directed 15 staff members implementing new ideas and safety procedures. Ran daily group events for 200-600 children/families and staff. Booked field trips and scheduled transportation arrangements and followed up with reservations. Held parent conferences, and made myself available daily for any parents with concerns. Additional duties included substitute teaching to cover vacations and sick calls. Managed recruitment and retention of specialty staff, with a focus on ensuring success of the programs and school.

PERSONAL REFERENCES:

Dallin Payne, High School Principal 602-317-7376
Joanne Koel, Manager, 714-423-6472
Rachel Scarpone, Teacher, 602-478-9682

Nicole Kirkley

I. Background

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

I so affirm.

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

Jerad Hunsaker approached me with the opportunity to be involved and serve as a member of the committee, as he knows of my experience and desire to be on a charter board or continue on as principal.

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

I desire to serve on the board to assist in building a school where we can touch the lives of children and make a difference in their educational experience. I am motivated by the opportunity to make a difference and offer children a learning environment that will meet their academic and social needs as well as foster them to desire to be high-achieving members of the school and leaders within the community.

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

I served as a member of a non-profit school board in California serving students aged 5 weeks through Kindergarten. I enjoyed the experience and it made me very aware of the impact having positive board members can be on a school.

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

Ensuring the school is meeting the needs of all students, making decisions based on the best interest of the academic environment, ensuring the school is run with the utmost integrity, ensuring financials are in order, as well as being involved in the school ensuring it has the support needed to be successful.

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

My experience on the board in California as well as my experience as a school principal will make me a valuable member of the board. I have the academic knowledge and experience to ensure the school is following protocol to provide the best education possible. As well I understand how finances need to be spent to support the school environment and will be able to

speak for the teachers and students and represent all members of the community ensuring we as a board are meeting all needs of the school

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year?

I envision the school serving K-8th grade, with motivated students and encouraging teachers. Students will show growth from the time they enter our school as we have a vision of providing the best education possible with some of the best resources available. Our students will be taught the importance of character and citizenship and be able to demonstrate good citizenship.

What will it be like after four years?

Our school will continue to grow at a healthy rate expanding to hopefully include high school students so we can touch the lives of children from Kindergarten through twelfth grade. I envision multiple campuses serving students from different areas all with the same mission, vision and values.

II. Educational Philosophy

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

We will focus on providing the top academics and character. While we will provide classes that support being a well-rounded child, our main focus will be high-achieving students of integrity.

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

Beyond Textbooks is the current educational program I am using. The results speak for themselves of growth and school improvement. It allows teachers to know exactly what standards need covered and when, with the ability to choose the best method of how to teach that standard on their own. Teachers will have a plethora of resources that are vetted available to them to ensure their children are learning the standard in the best way possible.

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?

Solid curriculum, highly-qualified teachers, customer service, dedication to students, supportive families who buy-in to the schools beliefs. A successful school has a feeling of community and family with all stakeholders involved. The board will need to work tirelessly to build connections and relationships in the community as well as to build the culture within the school grounds. Inviting members of the community into the school as well as attending community events representing our school will be crucial in building this foundation. The board will need to ensure teachers have the appropriate training and support to be the best teachers possible for the students.

III. Conflict of Interest Disclosure

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

I have previously worked with Jerad Hunsaker.

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

No.

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

No.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No.

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

No.

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

No.

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

No.

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

This issue would be brought up as an agenda item and made public knowledge so all members of the board are aware and can ensure this is stopped immediately through board approval or denial.

Community Involvement

Volunteer at Hale Elementary School Mesa, AZ--9/11-3/13
-Weekly volunteering, assisting kindergarten and 1st grade teachers

Joy School Preschool Group--9/11-5/12
-Semi-weekly rotating preschool group with seven 3-4 year old
-Planned and carried out all lesson plans

Preschool Book Club--9/12-Present
-Weekly book club
-Eleven 1-5 year-olds
-Planned and Executed read-aloud with themed educational activities

Cub Scouts Den Leader--3/10-12/10
-Wolf Den Leader
-Included working with and making modifications for scout with Asperser's Syndrome

Various Teaching/Volunteer at Church--1/04-Present
-working with various ages of youth from 18 months-18 years
-included teaching lessons
-planning and executing activities
-active goal setting
-leadership roles
-teaching 12-13 year-olds leadership skills & qualities
-secretarial skills and organization

Michelle Hunsaker

2055 E Fountain St ■ Mesa, AZ 85213 ■ 702-523-6956 ■ michellehunsaker@gmail.com

CERTIFIED ELEMENTARY SCHOOL TEACHER (1-8)

Devoted to life-long education and learning, I am committed to excellence in educational experiences as a whole. As a teacher, I believe in giving students and parents an exceptional choice in education through the charter school route.

Core Competencies

- Collaborating with Colleagues
- Classroom Management
- Creative Lesson Planning
- Curriculum Development & Mapping
- Instructional Best-Practices
- Learning Centers
- SEI Endorsement
- Beyond Textbooks Trained
- Standardized Testing/Scoring
- Learner Assessment
- Balanced Literacy
- Special Needs Students/IEPs
- After School Tutoring
- Extracurricular Clubs--Dance , Crafts, Elementary Finance

Experience

Hillcrest Academy, Mesa, AZ,
Elementary Teacher (3rd grade), 7/13 to Present
Substitute Teacher, 2/13-5/13
Clark County School District, Las Vegas, NV
Elementary Teacher (2-4 grades), 8/01 to 6/06
Brigham Young University--at Provo School District
Student Teacher (Intern), 1/01/01 to 4/04/01

Hired as a full-time teacher following student teaching practicum, instructing all academic subject areas to classrooms of up to 35 2nd, 3rd and 4th grade students. Left Clark County School District at the end of the 2006 academic year to provide full-time care to our new baby and subsequently moved to Arizona.

Key Contributions:

- Earned high marks for the quality of classroom teaching, lesson plans and instructional materials used in teaching diverse subjects (e.g., language arts, math, science, social studies and history).
- Collaborated and developed innovative approaches that were held as the standard for teaching literacy across all grades at our school.
- Taught general education students and individuals with learning challenges within a mainstreamed, inclusive classroom.

Education & Credentials

BRIGHAM YOUNG UNIVERSITY-- Provo, UT
BS in Elementary Education, 2001
GPA: 3.63

Utah Teacher Certification(Grades K-6), 2001
Nevada Teacher Certification (Grades K-8), 2001 (renewed in 2004)
Arizona Teacher Certification (Grades 1-8), 2012

Michelle Hunsaker

I. Background

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

Yes, I affirm that I am at least 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 became aware of the proposed charter school and the opportunity to serve through discussions with my husband, Jerad Hunsaker.

3. Explain why you would like to serve on the board. I see board positions as positions of service. I have a passion for education and would like to provide service and support to the charter and help promote excellence in education and success for the charter as a whole. I have served in my communities for many years and would like to apply my knowledge, experience, and talents now in this capacity.

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

I have not previously served on a board before but as a professional educator I feel that my experience and perspective can be a valuable contribution to the board. As a parent of school-aged children I would want to ensure the best education for my own children as well as all others attending school through this charter.

5. What is your understanding of the appropriate role of a public charter school board member? Members of the public charter school board serve the needs of the charter. They provide the foundational leadership that guides the charter. They look at the big picture and balance that with all pertinent needs of the school whether that be finance, legal compliance, school leadership, school culture, curriculum, and so on.

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

I bring the knowledge and experience of a professional educator. As a certified teacher and having taught in the traditional public school and public charter school industries, I have a unique understanding of what a charter school should look like and how it should function.

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?

It is my intention to help this charter have a successful first year in which students, parents, staff, and the community are highly pleased with the education provided, that the students will perform well on state assessments, and that it will continue to grow. I see all that are part of our charter community embracing the culture of the school and excited for the opportunities that they will have through the school for many years to come. The goal would be to continue on with this, building and strengthening in educational success and culture, increasing loyalty to the school

and building relationships with partners in the community. By the end of the fourth year I see this success exhibiting itself by a top school rating not only in our community but in the state as well, and a waiting list of those who want to join us.

II. Educational Philosophy

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

My understanding is that our school's mission and philosophy is to provide the best education to all of our students and provide a nurturing, positive, and safe environment for all students and staff. We are active participants in the community, preparing our students with education in turn that they are prepared to be productive citizens ready to serve in their communities.

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

I am quite familiar with the school's proposed educational program. We will utilize Beyond Textbooks, which was developed by teachers and has proven to be very successful by many districts in Arizona. The wonderful thing about Beyond Textbooks is that it provides for creativity and tailoring to fit each classroom while providing the scope and sequence based on standards. It allows teachers to teach using all resources, whether it be textbooks, wikis, resources found on the web, and so forth. It implements assessment for each standard and gives student the opportunity for a re-teach when mastery isn't achieved as well as enrichment upon that standard when mastery has been 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 academically challenging, it is inviting, and the mission of the school is clear. The school is neat and orderly. It is a place of collaboration. It is a place that welcomes children of all backgrounds and diversities. I see that the board will be key in development of the policies and procedures as well as sharing our culture and modeling it for the community. The board will need to do all to make sure the correct structure is in place, that the materials and resources needed are available, that adequate training has been provided for the staff, that reporting is done in a timely manner, and that the school is data driven. Financial responsibility must be maintained.

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.

The people I know that are prospective board members are:

Vance Randall—he has had business relationships with my husband

Nicole Kirkley—I am acquainted with her through my work at a charter school

Kris Johnson—I am also acquainted with her through my work at a charter school

Jerad Hunsaker—my spouse

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.

The only prospective school employee that I know is Nicole Kirkley. I would call our relationship an acquaintance but from all that I know of her I see only the highest level of professionalism and a zeal for educational leadership and excellence.

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 of 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").

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? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

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

No

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

No

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

I would be morally obligated to bring this matter to light. If this matter cannot be changed then I would proceed with removal from board and if necessary by means through local law enforcement.

VITA

Kris Johnson

EDUCATIONAL BACKGROUND

- M.Ed Northern Arizona University, 2006
Educational Technology
- B.A.E Arizona State University, May 1995
Secondary Education with an emphasis in Social Studies and English
- Additional Graduate and post baccalaureate hours (12) completed at Arizona State University + SEI 60
clock hours completed.

PROFESSIONAL EXPERIENCE

- 10/2013- Current Federal Programs Coordinator
Multiple Schools
- 1/2012-5/2013 Executive Director
International Charter School of Arizona
- 2008- 2012 Principal
Westwind Preparatory Academy and Westwind Middle School
- 2003-2008 Administration/ Director of Education
PLC Charter Schools
- 2006-2010 Executive Director
Agape Christian Adoption Agency
- 2001-2003 Social Studies Department Head
GateWay Community High School
- 1995-2003 Social Studies and English Literature Instructor
GateWay Community High School

ADMINISTRATIVE EXPERIENCE

- ELL Program Coordinator
- NCLB Compliance Coordinator
- NCAA Compliance Coordinator

Hire/Fire Teachers

Responsible for All Arizona Department of Education Reporting (financial, student information, federal needs and counts)

North Central Accreditation (AdvancED) Evaluation Team Member local and overseas

Curriculum Mapping with Benchmark Assessments

Teacher Trainer/Mentor

Open House; Meet the Teacher, Fall and Spring Carnival Coordinator

Actively Hired Teachers, Aides, and Cafeteria Personnel

Standards Alignment

Title I Coordinator

Certified Grant Writer (competitive and non competitive)

Evaluator of Teacher Effectiveness and Instruction

Grants Entitlements Coordinator

Testing Coordinator AIMS, Stanford 9, Terra Nova

Professional Development Coordinator

Created and Maintained Proposition 301 Incentive Building

College Liaison for Business and Informational Technology Division, GateWay Community College, 2001-2003

Social Studies Mentor, GateWay Community High School, 2001-2003

In conjunction with the College Business Division of GateWay Community College, developed a course on careers in Business and Computers for GateWay Community High School students.

Hosted Open House each semester 1998 – present

Evaluated and purchased all texts for core courses

North Central Accreditation 2nd Cycle

MONOGRAPHS AND INSTRUCTIONAL MATERIALS

Government Text *From the Founding Fathers to Me*

Online Course: *Personal Finance*

Online Course: *Career Exploration*

Online Course: *Healthy Living*

RESEARCH AND SPONSORED PROJECTS

History of the 20th Century 1 and 2 learning history through PBS documentaries and videos.

PROFESSIONAL SERVICE ACTIVITIES

NCA team member in Abu Dhabi, U.A.E. and Cairo, Egypt 2010

Arizona Charter School Association Conference Chairman- 2007, 2008, 2009

Hosted Teachers Teaching Teachers Science 2007

Faculty Advisor to Teachers Teaching Teachers Conference 2002- 2009

GateWay Community High School Advisory Council Scribe 2002-2003

Composed 301 classroom site fund expenditures 2002-2003

Site Council, Arts Academy at South Mountain and Estrella Mountain 2003-2005

Arizona Charter School Association Advisory- West Valley Representative 2006- 2010

TECHNOLOGY

- Galileo Testing Program
- Acuity testing program
- E-rate trained
- Written Technology Plan 2005- current
- SAIS trained for Synergy
- SAIS trained for SchoolMaster
- SAIS trained using SIRS for educational and reporting needs
- Trained Elementary teachers to create web pages for individual class needs
- Helped create and maintain a school wide Novell based Intranet system
- Created Web pages for each Social Studies course
- Created and Maintained student electronic portfolios
- Purchased Windows NT server for SAIS
- Worked with NovaNET 6 years
- Computer Operations Liaison 1995 – present
- Incorporated PowerPoint presentations into all Social Studies Curriculum with standards aligned 6 traits grade sheet
- Outlook
- A+ software
- Web CT and Blackboard

- Core

WORKSHOPS

- Professional Development Planning for Administrators 2011
- Common Core Language Arts for Administrators 2011
- Common Core Math 2011
- International Baccalaureate for TOK, Counselors, Coordinators, Administrators 2010
- Great Books, Socratic Method of Instruction 2008
- English Language Learners, for teachers, administrators, AZELLA, Compliance
- Trained by Phoenix Theater on Arts Integration
- Safe and Drug Free Schools
- Great Books Shared Inquiry Certified Trainer 1995 to present
- Title 1 training 2000-present
- Graduate of Character Counts 2001
- Staff training based on Grant Wiggins, Enduring Understanding 2002
- Teaching Teachers to Teach Writing for AZ/TLA February 2003
- School Effectiveness
- Stress Management
- Evaluating Staff
- Differentiated Instruction
- Arts Integration

PROFESSIONAL/PUBLIC SERVICE

“Finding Resources” ACSA 2010

“ELL compliance for Charter Schools” 2008

“Creating a Gifted Plan” ACSA April, 2007

“Pre-Literacy for Early Childhood Education” and “Math for the Preschooler” Workshop for Preschool/Daycare/ Early Childhood Educators. Ongoing.

Workshops, demonstration lessons, in-service presentations, consultation and district courses were presented for the following schools, agencies and institutions.

“Meeting Needs of Diverse Learners through Organizational Design: GateWay Community High School’s Experience with Teaching, Learning and Assessment”. Relevance of Education in Culture for Assessment Conference January 2001

“Teaching standardized skills through the Arizona State Standards” Consultant Phoenix Academy for Performing Arts South, Workshops on standards alignment and teacher evaluation March 2003

“Evaluating Teachers on Alignment to the Standards” 2003

“Teachers Teaching Teachers Reading and Writing” March 2004 and April 2005

“Understanding the Uses of Technology” March 2004

COLLEGE SERVICE ACTIVITIES

- Interview Committees for Certified College Officers
- Participated in four Forums for hiring educational leaders

PROFESSIONAL-COMMUNITY SERVICE

State Alpha Delta Kappa Board- President of Chapter Council Presidents 2012-2014

President Alpha Delta Kappa, Mu Chapter 2010-2012

Altruistic Activities: Adoption of Ronald McDonald room, Adopt a Family

Scholarships for Educators, etc

Judge Regional Division National History Day 2003

Foster Parent

Charter Starter Volunteer

Technical Review Committee for State Board for Charter Schools

PROFESSIONAL MEMBERSHIPS

- Arizona Charter School Association Advisory Council Member
- Arizona Teaching, Learning and Assessment Consortium
- Phi Theta Kappa
- President Educational Honor Society 1995-1996
- Arizona Council for Social Studies
- Arizona Teaching Learning and Assessment Consortium
- Alpha Delta Kappa, Mu Chapter 2004-present
- Alpha Delta Kappa State Board 2011-2014

PROFESSIONAL REFERENCES

- *e provided upon request*

Questionnaire for Kris Johnson.

I. Background

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

I will be much greater than 18 any year after 1983.

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

I was writing grants for a school that Jerad Hunsaker was the Principal of. This was in a professional capacity and I was excited about the project and asked to help.

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

Having high quality, educationally sound options for parents and students in areas that do not have a lot of options is vital in meeting the needs of all students. Creating an academically rigorous charter school in Clark County would answer the needs of many students and enable kids to exceed academically.

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

I served as an administrator who was required to answer and report to the board. I was not a member of the school board.

5. What is your understanding of the appropriate role of a public charter school board member? Policy and Procedure development, fiscal accountability and oversight and guidance to the operations educationally and business.

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

I have been in education in Charter schools for the last 20 years. I am a certified teacher and have my masters in Educational Technology. I have watched Nevada's program grow since the Charter Board began.

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 is a school with full classrooms, a waiting list in every grade and a stellar state and federal score for achievement with 1 month of reserve in the bank. In 4 years I see students we started with in 4th grade going on to high school, 12 months of reserves in the bank and a school that is run based on established research based systems in place that create an environment every student wants to learn in.

II. Educational Philosophy

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

I have read the mission and the vision before even agreeing to be on the Board. I love the idea that we are giving ALL students access to a quality education. This should be everyone's fundamental goal. All students can learn.

9. Are you familiar with the school's proposed educational program? How would you describe it?
Beyond Textbooks is a standards based curriculum that uses the guidelines needed for student success while giving teachers professional development to help them in their delivery, management and choices.

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 Governing Board is vital to the success of a school; ensuring that resources reach the classrooms, high quality teachers are chosen and retained and high quality administration is supported and held accountable.

A successful school has established procedures and systems in place for curriculum, monitoring instruction, assessment and professional development. A Governing Board ensures those systems are in place and running effectively as shown by student achievement. You can't expect what you don't inspect.

III. Conflict of Interest Disclosure

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

No.

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

No.

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

No.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No.

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

No.

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

No.

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

Not at all

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.

Discuss it with the rest of the Board in Executive session and remove the person from the Board if a direct connection can be made or inferred.

Vance Randall

vance@ivaluevegas.com
702-823-4499 (Office)
702-586-0411 (Fax)
702-308-0058 (Mobile)

I am a self-motivated person that strives to get the job done. Through excellent communication skills and continuous enthusiasm I always succeed in the tasks I am given. I am a team player with integrity, a good attitude and always willing to help others accomplish their goals.

Address:

228 Pioneers Peak Ave
Henderson, NV
89002

Date of Birth:

January 4 1980

Work Experience

2007-Present **Blindside Five, LLC dba AppraiseLV** Henderson, NV
Owner of a Real Estate Appraisal and Mortgage Field Inspection Business

Duties:

- Perform Real Estate Appraisals
- Perform Field Inspections
- Manage Sub Contractors
- Review and Approve Sub Contractor work
- Perform Business Accounting
- Perform Business Marketing
- Teach classes and speak at seminars about the science of real estate appraisal at numerous real estate companies for real estate agents around the Las Vegas valley.

2008-2010 **Tru Valuation, Inc**
Owner of a Real Estate Appraisal firm subcontracted by Bank of America

Duties:

- Business Manager
- Accounting
- Perform appraisals
- Liaison to Bank of America's Landsafe department

2005-2007 **Independent Appraisal Services** Las Vegas, NV
Real Estate Appraiser/Intern Appraiser

Duties:

- Research and Analyze property sales data
- Create appraisal reports and form an opinion of market value
- Build and maintain a clientele base through direct marketing

Accomplishments:

- Top producer for 15 consecutive months
- Utilizing direct marketing and sales techniques I built the company's largest clientele base

2007-2008 **Dispatch Pest Control** Henderson, NV

Sales Representative

Duties:

- Door-to-Door account sales

Accomplishments:

- First Sales Rep to master the sales pitch and use it to gain numerous accounts
- Highest gross for single account in the company

1999-2005 United States Air Force

Dover AFB,

DE

Aircraft Crew Chief, Shift Supervisor

Duties:

- Responsible for maintaining the functional integrity and safe flight of a 140 million dollar aircraft
- Lead and supervise a 15 man shift in successfully launching and recovering over 20 cargo aircraft daily in the support of Operation Iraqi Freedom and Operation Enduring Freedom.
- Train and mentor new individuals as they enter the workplace

Accomplishments:

- To numerous to list (a complete list is available upon request)

Education

1994-1998 Cedar City High School Cedar City, UT
Earned Diploma 3.5 GPA

2002-2002 Airman Leadership School Dover AFB, DE
Graduated top of the class and was promoted to Senior Airman, ahead of my peers.

2000-2002 Community College of the Air Force Dover AFB, DE
A.S. Degree, Aerospace Maintenance Management 3.9 GPA

2002-2004 Wilmington University Wilmington, DE
B.S. Degree, Professional Aeronautics 3.85 GPA
Dean's List for 8 consecutive semesters and graduated Magna cum Laude

Personal Skills/Traits

- Excellent communicator
- Highly motivated
- Leader
- Dependable

Vance Randall

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. *I affirm that I am at least 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 was made aware by Jerad Hunsaker who is also an applicant for this charter.*

3. Explain why you would like to serve on the board. *I currently have 3 children in the Clark County School District and I thus far have not been completely satisfied with the overcrowded schools and large class sizes. As a board member I feel like I could contribute to many families success in their children's education.*

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 not.*

5. What is your understanding of the appropriate role of a public charter school board member? *As a board member, my role would include but not be limited to overseeing the mission of the charter school and to ensure the success of the school. I would be a critical part of developing policies and procedures as well as hiring staff and helping create and maintain a budget.*

6. What relevant knowledge and experience will you bring to the board? *As a prior member of our United States Military I am very familiar with writing policies and procedures and leading teams of soldiers in successfully completing missions. Since my service, I have started 2 different businesses and experienced great success with both. I continue to run my own business today.*

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? *At the end of the first year I envision satisfied parents and students with excellent test scores to validate their learning experience. I see a demand for growth and positive response.*
What will it be like after four years? *I see a staple school in the community, a school with a proven track record of success and a waiting list to get into. I see a school that focuses on the kids and their education first.*

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? *To create a learning environment where each child has the opportunity to receive the best educational care and attention that he/she requires, maximizing their success and a school where every child can learn at their individual pace and to their own learning ability.*

9. Are you familiar with the school's proposed educational program? *How would you describe it?* *Yes, we plan to use the Beyond Textbooks methods and approach where the teachers don't*

just focus on standard words in a book and go chapter by chapter. Instead, they use every tool available in today's technological learning spectrum to focus on each student's needs and deliver teaching methods that go beyond a simple textbook.

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 starts with the right teachers and staff and would include an environment free from distractions like overcrowded classrooms and unsupervised students. The curriculum has to be tailored to grasp the attention of the students to provide a positive and enjoyable learning experience. From a business standpoint a successful school must have a solid budget and board members that know how to maintain that budget. The board will need to start with a good budget followed by acquiring the right staff to run the school.*

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship. *I know Michelle Hunsaker who will also be on the board.*

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship. *No.*

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business. *No.*

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A"). *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? (If the school does not intend to partner with an educational service provider, write "N/A"). *N/A*

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

determining it is indeed self-dealing, I would gather the board together to discuss the actions and collectively decide on an outcome.

Matters of Concern to Nevada Charter School Governing Body Members

Revised July 26, 2007

Charter Schools are Public Schools

A charter school is a public school, supported by public funds, and is subject to most of the terms and conditions applicable to other publicly funded entities, including traditional public schools. A charter school's freedom from regulation is the freedom to use educational methods that are allowable by law, but not available in the school district in which the pupil resides.

The goal of all public schools, including charter schools, is to enable pupils to achieve the academic content standards identified by the state. State and federally mandated testing is the ultimate measure of whether schools have achieved this goal. Just as poorly performing traditional schools may be restructured, or even closed, by authorities outside the school, so may charter schools be restructured or closed. Additionally, charter schools:

- “Belong” to the public, the sponsor, and the governing body of the school. Charter schools do not belong to the “founder” of the school, or to any individual, group, foundation, educational management organization or other entity that was instrumental in the formation of the school; they do not belong to the school’s administrator. Charter schools do not belong to individuals or other entities that donate funds to the school, regardless of the size of the donation.
- Must be non-religious in their programs, admission policies, governance, employment practices, and all other operations. The curriculum must be secular, and charter schools may not provide religious instruction.
- Must inform students in the community of the school’s existence, and give all pupils an equal opportunity to attend the school. They may not discriminate on the basis of race, color, national origin, gender or disability. They may not “screen out,” “counsel out,” otherwise exclude, or inappropriately withdraw academically low-performing pupils. Except where specifically stated in law or regulation, they are subject to the same open-enrollment requirements as traditional public schools. Enrollment lotteries may be used only if the school is over-subscribed, and may not be manipulated to exclude low-performing pupils.
- May not require pupils and/or their parents or guardians to sign “contracts,” “commitments,” or other documents that can result in the removal, withdrawal, suspension or expulsion of the pupil from the school for reasons other than the reasons for suspension or expulsion stated in NRS 392.466. Those reasons are battery on an employee of the school, possession of a firearm or dangerous weapon, sale or distribution of a controlled substance, or status as a habitual disciplinary problem as defined by NRS

392.4655. Removal of a pupil from a charter school, except for suspension or expulsion pursuant to NRS 392.466, is solely the decision of the parent or guardian of the pupil. Any removal of a pupil from a charter school against the wishes of the parent or guardian must comply with NRS 392.467.

- Must provide special education services to pupils who qualify for such services.

Role of the Governing Body

The governing body of a charter school governs the school, maintains overall control of the school, and is responsible for the operation of the school. The school's administrator and all other employees and contractors, including educational management organizations, serve under the governing body, and are subject to the rulings of the governing body. The governing body critically evaluates the performance of the school's administrator and any contractors with the school, and replaces the administrator or contractor if he is not performing duties or providing services in a satisfactory manner.

Personal Liability

The Nevada Department of Education can only give general advice regarding personal liability for charter school governing body members; governing body members are advised to consult their legal counsel for specific legal advice.

In general, charter school governing body members receive the same protection from personal liability that school district boards of trustees members receive. These protections are stated in Chapter 41 of the Nevada Revised Statutes (NRS). Interested parties are referred to:

- NRS 41.307, which adds employees of charter schools to the definition of "employee" as used in Chapter 41 (as used in NRS 41.0305 – 41.039, the word "employee" includes employees of charter schools), and;
- NRS 41.032 and 41.0337. Charter school governing body members, like school board trustees, are protected by these statutes from personal liability and provided immunity if they are acting within the scope of their public duties as charter school governing body members.

Open Meeting Law

Charter school governing bodies must comply with the provisions of Nevada's Open Meeting Law. A guide to the Open Meeting Law may be obtained from the Nevada Attorney General's website: ag.state.nv.us

Compliance with the Local Government Purchasing Act and Avoidance of Conflict of Interest

A conflict of interest is defined as an actual or perceived interest in an action that results in, or has the appearance of resulting in, personal, organizational or professional gain. A conflict of interest occurs when a governing body member acts on a school matter that could benefit or harm him or his immediate family members personally. This means:

- No employees of the school or their spouse may serve on the governing body of the school;
- No contractors with the school or their spouse may serve on the governing body of the school;
- The school may not purchase anything from a governing body member, and may not lease a facility from a governing body member.

Furthermore:

- There may be no more than two persons representing any particular organization or business on the governing body of the school;
- No governing body may serve more than one charter school. There may be no more than one person who serves on the governing body of two or more charter schools.

Use of Advisory Committees

A charter school may have an advisory committee that advises the governing body. For example, a Finance Advisory Committee could meet regularly and advise the governing body. Such a committee, appointed by the governing body and advising or making recommendations to the governing body, must abide by the Open Meeting Law. It is irrelevant whether all the persons on any *advisory* committee are affiliated with the same business or organization. There is nothing prohibiting any employee such as a classroom teacher from being on an advisory committee.

Miscellaneous

- Governing body members may not receive stipends for their service on charter school governing bodies unless authorized by law that defines the amount of the stipend.
- Diverse segments of the local community should be included in the initial organization and operation of the charter school's governing body. A governing body on which a majority of members are parishioners of a particular church, for example, or are related, should be avoided.

Statement of Assurances

Revised December, 2012

1. The charter school herein named, Acadia Preparatory Academy, 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, the State Board of Education, and the State Public Charter School Authority 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 State Public Charter School Authority, 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 State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[Signature]
Signature of Certifying Charter School Official

JERAD HUNSAKEN
Name Printed

COMMITTEE MEMBER
Title

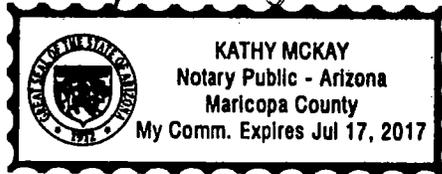
8/27/14
Date

Subscribed and sworn to before me

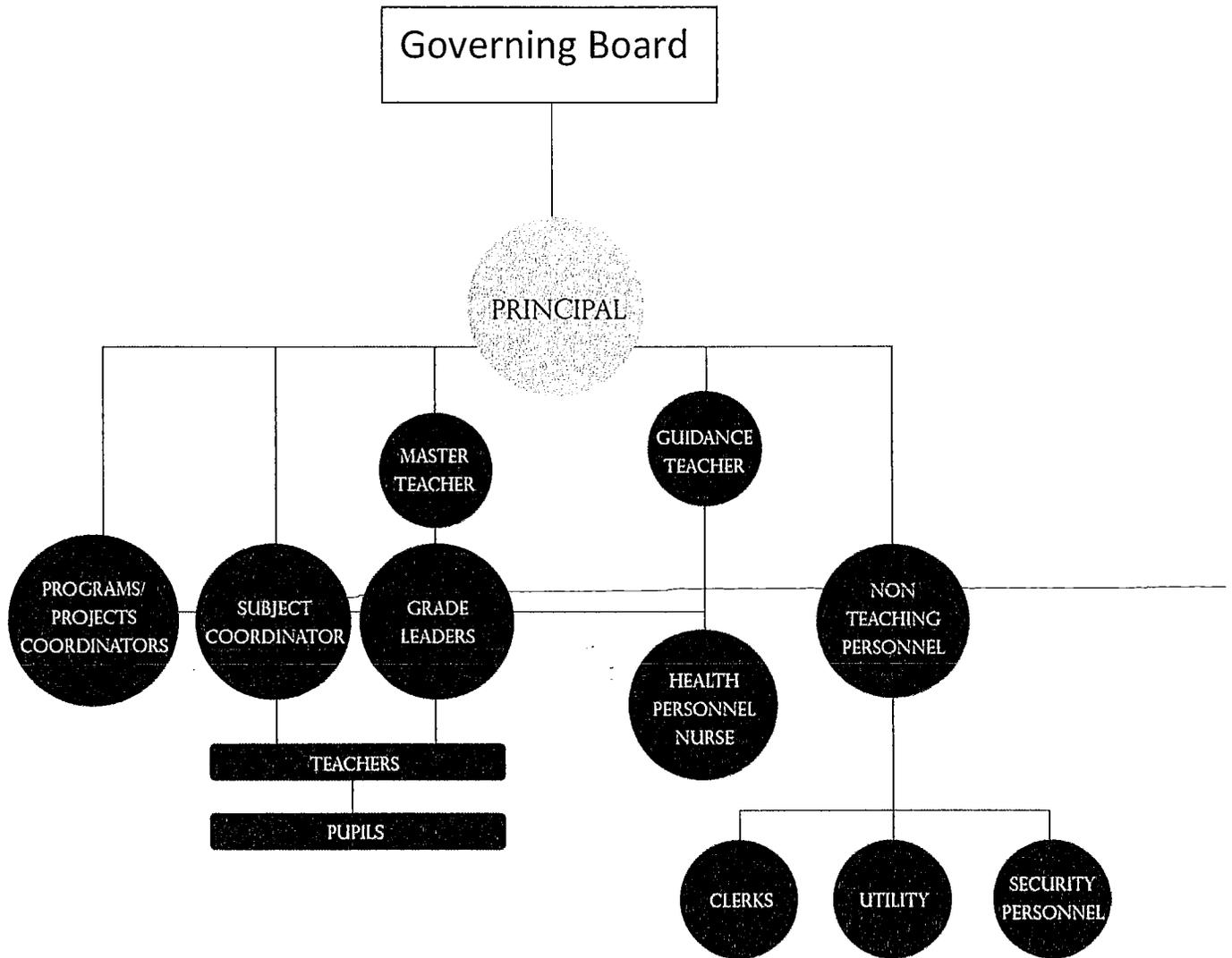
This 28 day of august 2014
date month year

(Notary Public Seal)

Kathy McKay



Attachment B.3.3, Organizational chart



Attachment B.3.7, Lottery description
Lottery Enrollment Procedures

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

We will adopt the following lottery exemptions:

- Sibling of a pupil who is currently enrolled in the school;
- A child who was enrolled, on the basis of a lottery system, in a free of charge prekindergarten or other early childhood educational program at the charter school (should this program be developed and approved by the School's Sponsor in the future);
- A child of a person who is:
 - employed by the school; or
 - a member of the committee to form the school or the governing body.
 - A child who resides within the school district and within 2 miles of the school;
 - Pursuant to NRS 386.580(8)(c), a child who is in a particular category of being 'at risk' as defined in NRS 386.500. Specifically, Mater Academy will provide priority enrollment to members of economically disadvantaged families and pupils who are limited English proficient. Determination of 'at risk' status will be determined in the student's enrollment application by obtaining information regarding the student's qualifications for "free and reduced lunch" under the National School Lunch Program, the student's qualification for English Language Learner status in a public school, or (for students who have not previously been enrolled in a Public School which tests for English Language proficiency) the completion of a home language survey.

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

As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will not limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

For the situations identified below, only, our school will establish and advertise an enrollment window from February 1 to February 15 during which it will accept applications.

- Approaching our first year of operation;
- When adding a new grade; and
- For annual enrollment in our school's lowest grade.

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

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.
3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.
4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
7. As space becomes available, pupils from the waiting list will be enrolled in the school.
8. The waiting list enrollment order will be determined by lottery.
9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
11. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.
12. The Committee to Form our Charter School includes a person who intends to enroll their child in the school; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined.

If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

DALE A.R. ERQUIAGA
Superintendent of Public Instruction

STATE OF NEVADA

**TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221**

DR. STEVE CANAVERO
*Deputy Superintendent
Student Achievement*



**Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450
<http://teachers.nv.gov>**

JULIA TESKA
*Deputy Superintendent
Business and Support Services*

DENA DURISH
*Deputy Superintendent
Educator Effectiveness*

**DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101
<http://www.doe.nv.gov>**

Acadia Preparatory Academy _____ herewith submits the TENTATIVE or FINAL or AMENDED FINAL budget for the fiscal year ending June 30, 2016

This budget contains _____ 1 _____ governmental fund types with estimated expenditures of \$ 3,368,628 _____ and _____ 0 _____ proprietary funds with estimated expenses of \$ _____ 0 _____.

Per NAC 387.730:

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

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

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Print Name of Governing Board President)

(Signature of Governing Board President)

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

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL PRIOR YEAR ENDING 06/30/14	WEIGHTED ACTUAL CURRENT YEAR ENDING 06/30/14	WEIGHTED ESTIMATED YEAR ENDING 06/30/16
1. Pre-kindergarten (NRS 388.490)	0 x .6 = 0.0	0 x .6 = 0.0	0 x .6 = 0.0
2. Kindergarten	0 x .6 = 0.0	0 x .6 = 0.0	80 x .6 = 48.0
3. Elementary	0	0	500
4. Secondary	0	0	0
5. Ungraded	0	0	0
6. Subtotal	0.0	0.0	548.0
7. Students transported into Nevada from out-of-state	0	0	0
8. Students transported to another state	0	0	0
9. Total WEIGHTED enrollment	0.0	0.0	548.0
10. Hold Harmless			0.0

11. Basic support per pupil amount, Year Ending 06/30/16 Estimated per SB522 77th session Fill in information for each district:	2015-2016	WEIGHTED 2015-2016	5,544	Use rates below:	Reference amounts for #12 Estimate: "Outside Revenue"
	Rate revised 5/24/2013	Enrollment	Subtotal		
Carson City	\$ 6,643	0.0	\$ 0		\$ 1,086
Churchill	\$ 6,629	0.0	\$ 0		\$ 1,069
Clark	\$ 5,544	548.0	\$ 3,038,112		\$ 997
Douglas	\$ 5,998	0.0	\$ 0		\$ 2,386
Elko	\$ 6,692	0.0	\$ 0		\$ 1,113
Esmeralda	\$ 15,798	0.0	\$ 0		\$ 8,308
Eureka	\$ 100	0.0	\$ 0		\$ 43,870
Humboldt	\$ 5,409	0.0	\$ 0		\$ 2,047
Lander	\$ 385	0.0	\$ 0		\$ 9,884
Lincoln	\$ 10,500	0.0	\$ 0		\$ 1,295
Lyon	\$ 7,186	0.0	\$ 0		\$ 922
Mineral	\$ 9,622	0.0	\$ 0		\$ 1,683
Nye	\$ 7,085	0.0	\$ 0		\$ 1,368
Pershing	\$ 8,738	0.0	\$ 0		\$ 2,272
Storey	\$ 8,455	0.0	\$ 0		\$ 6,494
Washoe	\$ 5,585	0.0	\$ 0		\$ 1,138
White Pine	\$ 7,315	0.0	\$ 0		\$ 1,902
Multidistrict		548.0	\$ 3,038,112	5,544	
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			\$ 997		
13. Total basic support for enrollee including outside revenue			\$ 3,584,468.00	Total Weighted-#9	Hold Harmless-#10
				\$	\$
14. Estimated number of special education program units	-	(Should be 0 or 2 maximum - see prior year allotment)			
	X 39,768	amount per unit	\$ 0		
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			\$ 3,584,468.00	Total Weighted	Hold Harmless
				\$	\$

Fiscal Year 2015-2016 Charter School Acadia Preparatory Academy

Form 3	(1)	(2)	(3)		(4)
Acadia Preparatory Academy REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16		(4)
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes			0	0	0
1110 Ad Valorem Taxes			0	0	0
1111 Net Proceed of Mines			0	0	0
1120 Sales & Use/School Support Taxes			0	0	0
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax			0	0	0
1190 Other			0	0	0
Revenue from Local Govmt Units other than School Districts			0	0	0
1200 Tuition			0	0	0
1310 Tuition from Individuals			0	0	0
1320 Tuition-other Govt sources within State			0	0	0
1330 Tuition-other Govt sources out of State			0	0	0
1400 Transportation Fees			0	0	0
1410 Trans Fees from Individuals			0	0	0
1420 Trans Fees - other Govt within State			0	0	0
1430 Trans Fees - other Govt out of State			0	0	0
1440 Trans Fees - Other Private Sources			0	0	0
1500 Investment Income			0	0	0
1600 Food Services			0	0	0
1610 Daily Sales - Reimbursable Program			0	0	0
1620 Daily Sales - Non-Reimbursable Progm			0	0	0
1630 Special Functions			0	0	0
1650 Daily Sales - Summer Food Program			0	0	0
1700 Direct Activities			0	0	0
1800 Community Service Activities			0	0	0
1900 Other Revenues			0	0	0
1910 Rent			0	0	0
1920 Donations			0	0	0
1930 Gains/Loss on Sales of Capital Assets			0	0	0
1940 Textbook Sales & Rentals			0	0	0
1950 Misc Revenues from Other Districts			0	0	0
1960 Misc Revenues from Other Local Govt			0	0	0
1970 Operating Revenues			0	0	0
1980 Refund of Prior Year's Expenditures			0	0	0
1990 Miscellaneous - local sources			0	0	\$ 646,056.00
TOTAL LOCAL SOURCES	0	0	0	0	646,056
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid			0	0	0
3110 Distributive School Account (DSA)			0	0	3,592,512
3115 Special Ed portion of DSA			0	0	0
3200 State Govt Restricted Funding			0	0	0
3210 Special Transportation			0	0	0
3220 Adult High School Diploma Program Fnd			0	0	0
3230 Class Size Reduction			0	0	0
3800 Revenue in Lieu of Taxes			0	0	0
3900 Revenue for/on Behalf of School Dist			0	0	0
TOTAL STATE SOURCES	0	0	0	0	3,592,512

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

REVENUE	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt			0	0	0
4103 E-Rate Funds			0	0	0
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State			0	0	0
4300 Restricted Grants-in-Aid Direct - Fed			0	0	0
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State			0	0	0
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies			0	0	0
4800 Revenue in Lieu of Taxes			0	0	0
4900 Revenue for/on Behalf of School District			0	0	0
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 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds			0	0	0
5110 Bond Principal			0	0	0
5120 Premium of Discount on the Issuance of Bonds			0	0	0
5200 Fund Transfers In			0	0	0
5300 Proceeds from the Disposal of Real or Personal Property			0	0	0
5400 Loan Proceeds			0	0	100,000
5500 Capital Lease Proceeds			0	0	0
5600 Other Long-Term Debt Proceeds			0	0	0
6000 Other Items			0	0	0
6100 Capital Contributions			0	0	0
6200 Amortization of Premium on Issuance of Bonds			0	0	0
6300 Special Items			0	0	0
6400 Extraordinary Items			0	0	0
TOTAL OTHER SOURCES	0	0	0	0	100,000
8000 OPENING FUND BALANCE					
Reserved Opening Balance			0	0	0
Unreserved Opening Balance			0	0	30,388
TOTAL OPENING FUND BALANCE	0	0	0	0	30,388
Prior Period Adjustments			0	0	0
Residual Equity Transfers			0	0	0
TOTAL ALL RESOURCES	0	0	0	0	4,368,956

Acadia Preparatory Academy Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/16 AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries					1,199,579
200 Benefits					484,251
300/400/500 Purchased Services					
600 Supplies					349,960
700 Property					84,600
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					54,960
200 Benefits					22,186
300/400/500 Purchased Services					
600 Supplies					90,000
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					1,200
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	0	0	2,286,736
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

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/5/2014

Acadia Preparatory Academy PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					89,016
200 Benefits					35,934
300/400/500 Purchased Services					104,040
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	228,990
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

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/5/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	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

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/5/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	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

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/5/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other 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

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/5/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/16 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

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/5/2014

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(4) BUDGET YEAR ENDING 06/30/16		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	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					72,200
600 Supplies					
700 Property					
800 Other					53,888
2300 SUBTOTAL	0	0	0	0	126,088
2400 Support Serv-School Admin					
100 Salaries					233,000
200 Benefits					94,058
300/400/500 Purchased Services					
600 Supplies					123,000
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	450,058
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

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/5/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					259,400
600 Supplies					
700 Property					654,000
800 Other					
2600 SUBTOTAL	0	0	0	0	913,400
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	1,489,546
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

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/5/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/16 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

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/5/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING		06/30/16
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	0	0	0	0	0
5000 Debt Service					240,437
000 EXPENDITURES	0	0	0	0	1,729,983
TOTAL ALL EXPENDITURES	0	0	0	0	4,245,709
6300	XXXXXXXXXXXXXX				
Contingency (not to exceed 3% of Total Expenditures)	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	0	0	4,245,709
CHECKS:					
Contingency cannot exceed:	XXXXXXXX	0	0	0	127,371
Calculated Total Ending Fund Balance:	0	0	0	0	123,247

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/5/2014

TENTATIVE BUDGET 2015-2016		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
600	Adult Education				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 TENTATIVE		0	0	0	0
FINAL BUDGET 2015-2016		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
600	Adult Education				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 AMENDED BUDGET - Estimated				
	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	1,254,539	506,437	525,760	2,286,736
200 Special	89,016	35,934	104,040	228,990
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	1,343,555	542,371	629,800	2,515,726
000 Undistributed Expenditures				
2000 Support Services	233,000	94,058	1,162,488	1,489,546
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			240,437	240,437
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	233,000	94,058	1,402,925	1,729,983
TOTAL FINAL AMENDED BUDGET	1,576,555	636,430	2,032,725	4,245,709

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

Form 6 PROPRIETARY OR ENTERPRISE FUND

Acadia Preparatory Academy

Fund: REVENUE	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			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

Form 6 Proprietary/Enterprise FUNCTION / OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/08	ESTIMATED CURRENT YEAR ENDING 06/30/09	BUDGET YEAR ENDING 06/30/10 TENTATIVE APPROVED FINAL APPROVED	
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

Acadia Preparatory Academy

REPORT FOR ALL FUNDS		2015-2016	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	562
200 - Special Programs				
300 - Vocational Programs				
400 - Other PK-12 Programs				
500 - Nonpublic Programs				
600 - Adult Programs				
TOTALS			\$0	\$0

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

LOBBY EXPENSES 2015-2016

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,

Acadia Preparatory Academy

Budget Fiscal Year 2015-2016

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Acadia Preparatory Academy

PROGRAM OR FUNCTION: Regular Elementary

FISCAL YEAR: 2015-2016

400	PURCHASED PROPERTY SERVICES Building Rent/Lease Leasehold Improvements				\$0.00
					\$0.00
					\$0.00
NARRATIVE Nevada Classical Academy has been working with a development partner, under whose process does not require a lease payment or improvements for space prior to the beginning of the first year in operation.					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES Recruitment Phone/Internet Connectivity				\$0.00
					\$10,000.00
					\$25,000.00
NARRATIVE Advertising for staff recruitment online, newspaper and professional magazines, open houses, etc.; Purchase of phone system and phones, establishment of internet services. Recruitment expenses including background checks and fingerprinting fees for applicants.					
				TOTAL	\$35,000.00
600	SUPPLIES Office Supplies Instructional Consumables Student Furniture/Equipment Office Furniture Office Technology Equipment				\$0.00
					\$1,500.00
					\$33,000.00
					\$166,720.00
					\$10,750.00
					\$60,820.00
NARRATIVE					

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Acadia Preparatory Academy

PROGRAM OR FUNCTION: Regular Elementary

FISCAL YEAR: 2015-2016

	<p>Supplies for the office including copy paper, desktop organizational supplies, notebooks/pens, file supplies, postage, freight, etc.; supplies consumed through the course of instruction including reference materials, student classroom supplies and teacher supplies estimated at \$50 per student; Textbooks for instructional use estimated at \$50 per student (additional textbooks to be purchase prior to the first day of class of first year); Student Furniture and equipmment includes book cases, white boards, filing cabinets, desks, chairs, lunch tables, and tables; Office Technology includes computers (107), printers, projectors; Office furniture is based on \$250 per staff member.</p>	
	TOTAL	\$272,790.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Acadia Preparatory Academy

PROGRAM OR FUNCTION: Regular Elementary

FISCAL YEAR: 2015-2016

800	DEBT SERVICE AND MISCELLANEOUS Membership Dues				\$0.00
					\$0.00
					\$500.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE		Dues for membership to the Charter Association as well as other professional organizations for teachers.			
				TOTAL	\$500.00
Subtotal Objects 100-600 & 800					\$369,612.01
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					\$369,612.01

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Acadia Preparatory Academy

PROGRAM OR FUNCTION: Regular Elementary

FISCAL YEAR: 2016-2017

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
	Principal	1	1	\$91,800.00	\$91,800.00
	Vice Principal	1	1	\$74,460.00	\$74,460.00
	Counselor	1	1	\$50,000.00	\$50,000.00
	Registrar/Receptionist	1	1	\$35,700.00	\$35,700.00
	Office Manager/Treasurer	1	1	\$35,700.00	\$35,700.00
	Receptionist	1	1	\$28,000.00	\$28,000.00
	Teachers				
	Kindergarten	1	3	\$37,275.90	\$111,827.70
	First Grade	1	4	\$37,275.90	\$149,103.60
	Second Grade	1	4	\$37,275.90	\$149,103.60
	Third Grade	1	4	\$39,177.18	\$156,708.72
	Fourth Grade	1	3	\$39,177.18	\$117,531.54
	Fifth Grade	1	3	\$39,177.18	\$117,531.54
	MS Grammar/Logic Teacher	1	2	\$39,177.18	\$78,354.36
	MS Literature Teacher	1	2	\$39,177.18	\$78,354.36
	MS Science Teacher	1	1	\$39,177.18	\$39,177.18
	MS Earth Science Teacher	1	1	\$39,177.18	\$39,177.18
	MS Math Teacher	1	1	\$39,177.18	\$39,177.18
	MS History/Electives	1	1	\$39,177.18	\$39,177.18
	MS Algebra	1	1	\$39,177.18	\$39,177.18
	BEG Orchestra/Music Theory	1	1	\$39,177.18	\$39,177.18
	ADV Orchestra		1	\$39,177.18	\$39,177.18
	Art	1	1	\$39,177.18	\$39,177.18
	Tech/Latin	1	1	\$39,177.18	\$39,177.18
	Special Education	1	2	\$45,398.16	\$90,796.32
	Custodians	1	1	12/HR	\$24,960.00
	FASA	1	1	\$30,600.00	\$30,600.00
	Paraprofessionals	1	9	12/HR	\$224,640.00
	NARRATIVE				
	Budget is for annual salaries as above included (6) Administrative staff at market salaries. Salaries assume 2% increase over prior year, which are based on the Clark County School District Pay Schedule assuming (11) at range/step B-1, (23) at range/step C-1, and (2) at F-1. A Counselor is added to aid students at market rate. Support staff includes custodian and FASA at competitive wages. (1) Paraprofessional is added.				
				TOTAL	\$1,997,766.36
200	BENEFITS				\$0.00
	Employer Medicare/FICA				\$152,829.13
	Unemployment Insurance				\$59,932.99
	Workers Compensation				\$5,300.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Acadia Preparatory Academy

PROGRAM OR FUNCTION: Regular Elementary

FISCAL YEAR: 2016-2017

	Medical/Dental/Vision/Life Insurance				\$291,500.00
	NV Pers				\$269,698.46
	Other Employee Benefits				\$10,588.16
	NARRATIVE				
	Employee benefits are estimated at 40% of Salary Broken down as above. These benefits include Medicare/FICA (7.65%), Unemployment (3%), Workers Compensation (\$100 per employee), Medical/Dental/Vision/Life Insurance (\$5,5000 per employee annually), and Nevada Pers (13.5% Employer Contribution). Also, includes Other employee benefits for plan administration, etc.				
				TOTAL	\$789,848.74
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	Professional Fees				\$119,340.00
	Technology Services				\$25,000.00
	Audit Fees				\$14,000.00
	Accounting/Compliance/Legal (Professional Services)				\$100,000.00
	Staff Training/Recertification				\$10,400.00
	Charter School Funding Fee				\$62,203.68
					\$0.00
	NARRATIVE				
	Professional fees are for SPED Services estimated at approximately \$153 per student; Technology Services to network, install, and maintain technology system; Audit fees are for the school's 1st annual financial audit; Accounting/Compliance/Legal budget is for professional services; Staff Training/Recertification are estimated at \$200 per teacher (includes Title II); the Charter School Funding Fee is Calculated at 1.5% of state funding.				
				TOTAL	\$330,943.68
400	PURCHASED PROPERTY SERVICES				\$0.00
	Building Rent				\$902,000.00
	Property Taxes				\$72,000.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
	Building will be added to in order to accommodate the additional student growth. At the end of this year, it is anticipated the building will be about				

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Acadia Preparatory Academy

PROGRAM OR FUNCTION: Regular Elementary

FISCAL YEAR: 2016-2017

	<p>50,000 sq. ft. We have worked with a charter school facility developer to come up with a comparable cost for a project of our size, including land acquisition, based on their experience on over 3 dozen projects. Property taxes are estimated, if applicable.</p>					
				TOTAL		\$974,000.00
500	OTHER PURCHASED SERVICES					\$0.00
	Recruitment					\$30,000.00
	Phone/Internet Connectivity					\$20,000.00
	Liability Insurance					\$25,000.00
	Mileage Reimbursement					\$2,000.00
	NARRATIVE					
	<p>Advertising for staff recruitment online, newspaper and professional magazines, open houses, websites, etc.; Monthly phone and internet service; liability insurance including general and directors/officers, property (building and contents) and umbrella; and incidental mileage reimbursement of school staff.</p>					
				TOTAL		\$77,000.00
600	SUPPLIES					\$0.00
	Utilities					\$181,000.00
	Computer Software					\$35,100.00
	Student Classroom Supplies					\$111,960.00
	Teacher Supplies					\$9,165.00
	Textbooks/Curriculum					\$69,000.00
	Janitorial Supplies/Maintenance					\$76,000.00
	Equipment Expense					\$55,080.00
	Postage, Freight, MISC.					\$8,000.00
	Office Supplies					\$20,000.00
	NARRATIVE					
	<p>Utilities based on a review of similar sized buildings developed in desert climate; Email software and other computer/student software estimated at \$45 per student; Supplies consumed through the course of instruction for students including reference materials estimated at \$121/student and a budgeted amount for new student furniture at \$200 per new student; Teacher supplies estimated at \$235 per returning teacher and 300 for new teachers; Textbooks/Curriculum for instruction use estimated at \$350 per new student and \$50 per returning student; Janitorial Supplies and Maintenance at \$100/student per year; Equipment budgeted to replace server/user computers, purchase of additional computers, and other equipment; Supplies for the office including copy paper, desktop organizational supplies, notebooks/pens, and file supplies; postage, etc.</p>					
				TOTAL		\$565,305.00
800	DEBT SERVICE AND					\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Acadia Preparatory Academy

PROGRAM OR FUNCTION: Regular Elementary

FISCAL YEAR: 2016-2017

MISCELLANEOUS Membership Dues Loan Repayment Interest Expense				\$0.00 \$5,000.00 \$210,563.00 \$11,058.00 \$0.00
NARRATIVE				
Dues for membership to the Charter Association as well as other professional organizations for teachers. Loan Interest at 3.25% per				

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Acadia Preparatory Academy

PROGRAM OR FUNCTION: Regular Elementary

FISCAL YEAR: 2016-2017

amortization schedule for State Loan. Private loans at 10% per amortization schedule. Loan Principal payments for State Loan are to be deducted from quarterly funding from state.		TOTAL	\$226,621.00
			\$4,961,484.78
	0.00%	X Subtotal	\$0.00
600 & 800	EQUIPMENT		\$0.00
Approved	Indirect Cost Rate:		\$0.00
700			\$0.00
			\$0.00
NARRATIVE			
		TOTAL	\$0.00
D TOTAL			\$4,961,484.78

Posted 8/26/2009

Acadia Preparatory Academy

CASH FLOW STATEMENT

2015-2016

REVENUES

Type:
Distributive School Acct
Donations
DSA - Local
Private Loan

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March
\$	100,000.00								
\$	898,128.00	\$ 898,128.00		\$ 898,128.00			\$ 898,128.00		
\$	161,514.00	\$ 161,514.00		\$ 161,514.00			\$ 161,514.00		
\$	30,388.00								
\$	130,388.00	\$ 1,059,642.00	\$ -	\$ 1,059,642.00	\$ -	\$ -	\$ 1,059,642.00	\$ -	\$ -
\$	130,388.00	\$ 1,190,030.00	\$ 1,190,030.00	\$ 2,249,672.00	\$ 2,249,672.00	\$ 2,249,672.00	\$ 3,309,314.00	\$ 3,309,314.00	\$ 3,309,314.00

BB Start Up
Total Revenues
Total Revenues Y-T-D

EXPENDITURES

Salaries & Benefits
Salaries
Benefits
Total Salaries & Ben

\$	16,500.00	\$ 131,379.58	\$ 131,379.58	\$ 131,379.58	\$ 131,379.58	\$ 131,379.58	\$ 131,379.58	\$ 131,379.58	\$ 131,379.58
\$	6,660.78	\$ 53,035.81	\$ 53,035.81	\$ 53,035.81	\$ 53,035.81	\$ 53,035.81	\$ 53,035.81	\$ 53,035.81	\$ 53,035.81
\$	23,160.78	\$ 184,415.40	\$ 184,415.40	\$ 184,415.40	\$ 184,415.40	\$ 184,415.40	\$ 184,415.40	\$ 184,415.40	\$ 184,415.40

Operating Supplies
Rent
Utilities
Contracts
Textbooks
Equipment
1.5% Admin Fee
Recruitment
Staff Training
Telephone
Insurance
Membership/Dues
Janitorial/Maintenance
Audit
Loan Repayment
Interest Expense
Property Taxes
Accounting, Legal, Compliance
Private Loan Repayments
Total Expenses
Total Expenses Y-T-D
Percent of Budget

\$	15,613.33	\$ 15,613.33	\$ 15,613.33	\$ 15,613.33	\$ 15,613.33	\$ 15,613.33	\$ 15,613.33	\$ 15,613.33	\$ 15,613.33
\$	24,083.33	\$ 21,250.00	\$ 18,416.67	\$ 7,083.33	\$ 7,083.33	\$ 7,083.33	\$ 7,083.33	\$ 7,083.33	\$ 7,083.33
\$	7,050.00	\$ 22,872.73	\$ 22,872.73	\$ 22,872.73	\$ 22,872.73	\$ 22,872.73	\$ 22,872.73	\$ 22,872.73	\$ 22,872.73
\$	19,000.00	\$ 10,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
\$	2,500.00	\$ 1,000.00	\$ 490.00	\$ 490.00	\$ 490.00	\$ 490.00	\$ 490.00	\$ 490.00	\$ 490.00
\$	1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00
\$	1,450.00	\$ 1,450.00	\$ 1,450.00	\$ 1,450.00	\$ 1,450.00	\$ 1,450.00	\$ 1,450.00	\$ 1,450.00	\$ 1,450.00
\$	2,000.00	\$ 272.72	\$ 272.72	\$ 272.72	\$ 272.72	\$ 272.72	\$ 272.72	\$ 272.72	\$ 272.72
\$	4,800.00	\$ 4,800.00	\$ 4,800.00	\$ 4,800.00	\$ 4,800.00	\$ 4,800.00	\$ 4,800.00	\$ 4,800.00	\$ 4,800.00
\$	23,906.61	\$ 23,906.61	\$ 23,906.61	\$ 23,906.61	\$ 23,906.61	\$ 23,906.61	\$ 23,906.61	\$ 23,906.61	\$ 23,906.61
\$	6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
\$	9,090.91	\$ 9,090.91	\$ 9,090.91	\$ 9,090.91	\$ 9,090.91	\$ 9,090.91	\$ 9,090.91	\$ 9,090.91	\$ 9,090.91
\$	11,536.23	\$ 11,536.23	\$ 11,536.23	\$ 11,536.23	\$ 11,536.23	\$ 11,536.23	\$ 11,536.23	\$ 11,536.23	\$ 11,536.23
\$	107,057.45	\$ 335,723.86	\$ 364,111.98	\$ 391,751.19	\$ 352,778.65	\$ 352,778.65	\$ 391,751.19	\$ 352,778.65	\$ 352,778.65
\$	107,057.45	\$ 442,781.30	\$ 806,893.29	\$ 1,198,644.48	\$ 1,551,423.12	\$ 1,904,201.77	\$ 2,295,952.96	\$ 2,648,731.61	\$ 3,001,510.26
	2.57%	10.61%	19.33%	28.72%	37.17%	45.63%	55.02%	63.47%	71.92%

Projected Cash Balance Statement

\$	23,330.55	\$ 723,918.14	\$ (364,111.98)	\$ 667,890.81	\$ (352,778.65)	\$ (352,778.65)	\$ 667,890.81	\$ (352,778.65)	\$ (352,778.65)
\$		\$ 23,330.55	\$ 747,248.70	\$ 383,136.71	\$ 1,051,027.52	\$ 698,248.88	\$ 345,470.23	\$ 1,013,361.04	\$ 660,582.39
\$	23,330.55	\$ 747,248.70	\$ 383,136.71	\$ 1,051,027.52	\$ 698,248.88	\$ 345,470.23	\$ 1,013,361.04	\$ 660,582.39	\$ 307,803.74

PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
\$ 898,128.00			\$ 3,592,512.00	\$ 3,592,512.00	\$ -
\$ 161,514.00			\$ 646,056.00	\$ 646,056.00	\$ -
			\$ 100,000.00	\$ 100,000.00	\$ -
			\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -
			\$ 30,388.00	\$ 2,097.00	\$ 28,291.00
\$ 1,059,642.00	\$ -	\$ -	\$ 4,368,956.00	\$ 4,340,665.00	\$ 28,291.00
\$ 4,368,956.00	\$ 4,368,956.00	\$ 4,368,956.00			
\$ 131,379.58	\$ 131,379.58	\$ 131,379.58	\$ 1,461,675.42	\$ 1,461,675.42	\$ 0.00
\$ 53,035.81	\$ 53,035.81	\$ 53,035.81	\$ 590,054.74	\$ 590,054.74	\$ (0.00)
\$ 184,415.40	\$ 184,415.40	\$ 184,415.40	\$ 2,051,730.16	\$ 2,051,730.16	\$ 0.00
\$ 15,613.33	\$ 15,613.33	\$ 15,613.33	\$ 187,359.96	\$ 187,359.96	\$ -
\$ 65,400.00	\$ 65,400.00	\$ 65,400.00	\$ 654,000.00	\$ 654,000.00	\$ -
\$ 18,416.67	\$ 21,250.00	\$ 24,083.33	\$ 169,999.98	\$ 169,999.98	\$ -
\$ 12,804.00	\$ 12,804.00	\$ 12,804.00	\$ 128,040.00	\$ 128,040.00	\$ -
\$ 22,872.73	\$ 22,872.73	\$ 22,872.73	\$ 251,600.03	\$ 251,600.03	\$ -
\$ 7,050.00	\$ 7,050.00	\$ 7,050.00	\$ 84,600.00	\$ 84,600.03	\$ 0.03
\$ 13,471.92	\$ 10,000.00	\$ 15,000.00	\$ 53,887.68	\$ 53,887.68	\$ -
\$ 2,500.00	\$ 490.00	\$ 490.00	\$ 74,000.00	\$ 74,000.00	\$ -
\$ 490.00	\$ 1,400.00	\$ 1,400.00	\$ 8,400.00	\$ 8,400.00	\$ -
\$ 1,400.00	\$ 1,450.00	\$ 1,450.00	\$ 16,800.00	\$ 16,800.00	\$ -
\$ 1,450.00	\$ 272.72	\$ 272.72	\$ 17,400.00	\$ 17,400.00	\$ -
\$ 272.72	\$ 4,800.00	\$ 4,800.00	\$ 4,999.92	\$ 4,999.92	\$ -
\$ 4,800.00	\$ 4,800.00	\$ 4,800.00	\$ 57,600.00	\$ 57,600.00	\$ -
\$ 23,906.61			\$ 12,000.00	\$ 12,000.00	\$ -
\$ 1,594.01			\$ 95,626.44	\$ 95,626.44	\$ -
\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,376.04	\$ 6,376.04	\$ -
\$ 9,090.91	\$ 9,090.91	\$ 9,090.91	\$ 72,000.00	\$ 72,000.00	\$ -
\$ 11,536.23	\$ 11,536.23	\$ 11,536.23	\$ 100,000.01	\$ 100,000.01	\$ -
\$ 403,084.52	\$ 374,445.32	\$ 394,278.65	\$ 126,898.53	\$ 126,898.53	\$ -
\$ 3,404,594.78	\$ 3,779,040.10	\$ 4,173,318.75	\$ 4,173,318.75	\$ 4,173,318.78	\$ 0.03
\$ 81.58%	\$ 90.55%	\$ 100.00%	\$ 4,173,318.75	\$ 4,173,318.78	\$ 28,291.03

\$ 656,557.48	\$ (374,445.32)	\$ (394,278.65)	\$ 195,637.25	\$ 167,346.22	\$ 28,291.03
\$ 307,803.74	\$ 964,361.22	\$ 589,915.90		\$	\$ -
\$ 964,361.22	\$ 589,915.90	\$ 195,637.25	\$ 195,637.25	\$ 167,346.22	\$ 28,291.03

Budget Fiscal Year 2015-2016

Acadia Preparatory Academy

Provide Assumptions by Line	Inception to July 1				
	FTE	@ salary	Required Employee	Total \$	Timeframe for Payment (if not in column E)
Start-Up Revenue					
Secured Funds - Private Loan				\$200,000.00	By February 2015
Secured Funds - Loans (NV DOE) or Developer				\$250,000.00	March - June 2015
Secured Funds - Other					
Total Start-up Revenue				\$450,000.00	
Administration, Instruction, & Support (AIS) Expenditures (add lines as necessary)					
Salaries					
Principal	1	\$15,000		15,000	4/30/2015 5/1/2015-06/30/2015
Vice Principal	1	\$12,467		12,167	4/30/2015 5/1/2015-06/30/2015
Registrar	1	\$5,833		5,833	4/30/2015 5/1/2015-06/30/2015
Employee Benefits				13,322	4/30/2015 5/1/2015-06/30/2015
Office Supplies (Paper, Postage, etc.)				1,500	5/1/2015-06/30/2015 5/15/2015-6/30/2015
Instructional consumables				33,000	5/1/2015-06/30/2015 5/15/2015-6/30/2015
Membership Dues, Registrations, & Travel				500	15-Apr 15-Apr
Recruitment				10,000	5/1/2015-06/30/2015 5/15/2015-6/30/2015
SAIS Software				-	
Total Administration, Instruction, & Support				91,322	
Operations & Maintenance (O&M) Expenditures (add lines as necessary)					
Marketing/Advertising				15,000	5/1/2015-6/30/2015
Building Rent/Lease/Loan				-	
Building & Improvements				-	
Phone/Communications/Internet Connectivity				25,000	15-May 15-May
Student Furniture & Equipment				209,934	5/1/2015-6/30/2015 5/1/2015-6/30/2015
Office Furniture & Equipment				10,750	5/1/2015-6/30/2015 5/1/2015-6/30/2015
Student Technology Equipment				-	
Office Technology Equipment				90,184	5/1/2015-6/30/2015 5/1/2015-6/30/2015
Total Operations & Maintenance				350,868	
Total Expenditures				442,189	
Total Revenues				450,000	
Budget Balance (Revenues-Expenditures)				7,811	

Attachment C.3.2 Estimate of Cost of Insurance

We have contacted SIA Charter School Insurance Alliance (Jolley Insurance Group) located at:

7265 S Dean Martin Drive ste 130

Las Vegas NV 89118

Office 702-507-6999

Their stated response: " One of the difficult situations we have found in working with new charter schools is estimating premiums for all of the necessary insurance coverages to accompany the proforma financials that must be submitted with each application. As there are a number of unknown factors involved, it can be very difficult to provide an accurate premium estimate."

Information has been sent and an insurance quote is forth coming. They will comply with:

NAC 386.215 Provision and maintenance of insurance coverage. (NRS 385.080, 386.540)

1. Except as otherwise provided in subsection 4 of NAC 386.140, a committee to form a charter school shall obtain insurance from an authorized insurer as follows:

(a) Industrial insurance coverage in accordance with the applicable provisions of the Nevada Industrial Insurance Act, chapters 616A to 616D, inclusive, of NRS.

(b) Except as otherwise provided in subsection 2, general liability insurance with a minimum coverage of \$1,000,000. The general liability insurance policy must include coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds as follows:

(1) The sponsor of the charter school;

(2) All employees of the charter school, including, without limitation, former, present and future employees;

(3) Volunteers at the charter school; and

(4) Directors of the charter school, including, without limitation, executive directors.

(c) Umbrella liability insurance with a minimum coverage of \$3,000,000.

(d) Educators' legal liability insurance with a minimum coverage of \$1,000,000.

(e) Employment practices liability insurance with a minimum coverage of \$1,000,000.

(f) Employment benefits liability insurance with a minimum coverage of \$1,000,000.

(g) Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of \$1,000,000.

(h) If applicable, motor vehicle liability insurance with a minimum coverage of \$1,000,000.

(i) If applicable, liability insurance for sports and athletic participation with a minimum coverage of \$1,000,000.

The cost of insurance required by this subsection must be provided to the proposed sponsor by the authorized insurer and included in each budget submitted pursuant to subsection 4 of NAC 386.180 and NAC 387.725.

The estimated cost of coverage is \$2,060 per month

Attachment C.4.4, *Emergency drills*

Acadia Preparatory Academy

Fire Drill Procedures

Teachers/Staff/Students:

- Evacuate Building Immediately.
- Students should walk in a straight line, NO talking.
- Turn off lights when leaving room. Doors to remain unlocked and shut.
- Teacher must take class roster and red/green cards out with them.
- Teachers take roll after being evacuated. Hold up green sheet for all present and red for child missing (if child was in school that day- if a child was absent you know they are not missing).
- Evacuate to the center of the grass field. There is no specific spot to stand on the grass, just stand in a straight line on the grass with your class.
- Once outside, students must remain silent and seated in a line. Teacher will stand at front of line holding card up.
- You may only re-enter the building once an administrator has given each teacher the all clear.

Administration:

- Check all classrooms and restrooms to be sure all clear.
- Turn off all lights and close all doors. Note any rooms with lights left on and doors left open so this can be addressed.
- Ensure safety of all building with authorized personnel prior to allowing anyone to re-enter the buildings.
- Check with all teachers to ensure no students are missing.
- If anyone is missing, locate student prior to allowing anyone to re-enter. Find out from teachers and students where they were last located.
- Once all clear, meaning buildings are safe and all students are accounted for everyone may re-enter the buildings.

Attachment C.4.4, *Emergency drills*

Lock Down Checklist/Procedures

A lock down procedure may be issued in situations involving dangerous intruders or other incidents nearby that may result in harm to persons at the school. If there is a lock down, the following procedures will be in effect immediately:

- Principal (or designee) will issue lock-down activation by stating on the PA system: “Teachers, lock down immediately”.
- Office Manager and/or Assistant Principal immediately:
 - Locks all exterior doors and gates.
 - Communicate and serve as Principal scribe.
 - When police arrive, lock yourself in nearest room.
- Office immediately:
 - Locks front doors.
 - Gathers any lingering students and bring them into the office restroom and lock the door.
 - Turn off all office and conference room lights.
- Teachers must immediately:
 - Gather all students and immediately pull any from the outside into their room.
 - Lock classroom door.
 - Take roll
 - Close blinds.
 - Turn off lights.
 - Get all students in the bathroom area between classrooms. If your class can’t fit into the restroom, you need to go to a corner of the room where you can’t be seen from the windows.
 - Lock doors to restrooms.
 - Students are not permitted to talk or use cell phones.
 - Place the green card in the window of the room you are locked in if all is ok and all students are accounted for and the red card if there is someone missing or injured in your room.
- All classes should stay in the room they are in when the lock down is put in place.

Attachment C.4.4, *Emergency drills*

- Release lock down only to a police officer or administrator coming by your room and they will unlock your classroom door. They will then give you permission to open the bathroom doors. NEVER unlock or open door to anyone knocking even if they are familiar or a school official. If lock down is to be release they will have a key to enter your room.
- Stay in class even once they release you until the principal (or designee) gives the entire campus an all clear over the PA.
- If necessary, police will evacuate rooms and escort to a new location. Only a police official may do this.

Acadia Preparatory Academy LOCKOUT Procedures 2015-2016

**“Attention students and staff. We are in a LOCKOUT.
Secure the perimeter.”**

*If we should ever have an emergency lock out during lunch time or dismissal,
please direct students who are outside into the cafeteria and/or multipurpose room.*

1. Clear and specific directions for lockout will be given by administration over the PA system.
2. Instructions for student safety and level of precaution will be outlined in the message.
3. Lock entrance door to all buildings and clear the restrooms. The teachers in rooms _____ are responsible for making sure the outside doors are closed and locked. Staff closest to restrooms are responsible to clear the restrooms.
4. Lock doors to rooms (make sure you check all of your classroom doors).
5. Students/Adults on playground or outdoors move immediately to closest building.
6. You may continue teaching and conducting business.
7. Office Manager will call the cafeteria to inform them of the situation.
8. All classroom teachers will send an email to **their assigned contact** regarding the students that are in their classroom at the time of lockout (see email procedures below).
 - Do not use cell phones to call out to family or to call 911 unless directed to do so by administration. If an emergency occurs in your room, use your best judgment in making an emergency call.
 - All classroom teachers must have in their possession an accurate daily attendance of students present/absent so that they can account for all of their students.
 - Do not call out on classroom phones unless directed to do so by administration.
 - Follow all directions of administration, law enforcement, and emergency personal.

Email procedures

- Once steps 3 through 5 have been completed, you will need to send an email to **your assigned contact. DO NOT USE SCHOOL PHONES.**
- Please take attendance and verify that all of your students are accounted for.
- If a student is scheduled to be out of your room, they are not missing. If they are absent from school, they are not missing. If they are at the restroom, nurse, office, or anywhere they are not scheduled to be please include this in the body of your email.
- In your email subject line, you will write one of the following statements:
 - (Your name), all accounted for
 - (Your name), missing and/or extra
 - (Your name), on prep, students at _____
- If your subject line reads “all accounted for” or “on prep, students at _____” you may send your message without any further information.
- If your subject line reads “missing and/or extra” you will need to include first and last names of all missing and/or extra people in the body of your message. If they are missing, please let us know where you think they are. If they are extra, please include where they are from.
- **ALL teachers MUST send an email.** If you are on your prep or in another room, you still need to send an email to your contact person. If there are two classes in your room (i.e. PE came into your room because it was the closest one for them) please indicate this in your classroom email.

Attachment C.4.4, *Emergency drills - Lockouts*

Acadia Preparatory Academy Staff LOCKOUT Duties

Office Manager –

- Call cafeteria to inform them we are in LOCKOUT.
- Check email from assigned teachers.
- Call teachers who have not sent email within 5 minutes of start of lockout.
- Compile and cross-reference missing/extra students and staff to verify their whereabouts.
- Maintain radio communication with Administration.

Receptionist –

- Lock office doors.
- Post LOCKOUT signage.
- Check email from assigned teachers.
- Call teachers who have not sent email within 5 minutes of start of lockout.
- Give list of missing and/or extra students and staff to Office Manager

Principal –

- Students and/or staff still missing:
 - Check with Office Manager to see if they've been signed out or were absent.
 - Check staff sign-out for missing staff.
 - Check nurses office and front office.
- Final verification of all student and staff whereabouts.
- Remain in office and maintain communication with district office and first responders.

Assistant Principal –

- Lock all perimeter gates (parking lot, bus, playgrounds).
- Check that all perimeter doors in cafeteria building are secure.
- Report back to Office Manager via radio when complete.

Principal –

- Lock all perimeter gates (parking lot, bus, playgrounds).
- Check that all perimeter doors in cafeteria building are secure.
- Report back to Office Manager via radio when complete