



THE EDUCATION ACADEMY OF NEVADA

TECHNOLOGY EMPOWERING ACADEMICS

NEVADA CHARTER SCHOOL APPLICATION

AUGUST 26, 2013
BY THE COMMITTEE TO FORM THE SCHOOL

TABLE OF CONTENTS

The Education Academy of Nevada Charter School Application

Table of Contents

SECTION A.1: MISSION, VISION, AND EDUCATIONAL PHILOSOPHY

REQUIRED ELEMENT A.1.1	NARRATIVE PAGE 1
REQUIRED ELEMENT A.1.2	NARRATIVE PAGE 1
REQUIRED ELEMENT A.1.3	NARRATIVE PAGE 1
REQUIRED ELEMENT A.1.4	NARRATIVE PAGE 2

SECTION A.2: SCHOOL-SPECIFIC GOALS AND OBSTACLES

REQUIRED ELEMENT A.2.1	NARRATIVE PAGE 4
REQUIRED ELEMENT A.2.2	NARRATIVE PAGE 4
REQUIRED ELEMENT A.2.3	NARRATIVE PAGE 4
REQUIRED ELEMENT A.2.4	NARRATIVE PAGE 5

SECTION A.3: CURRICULUM AND INSTRUCTIONS

REQUIRED ELEMENT A.3.1	NARRATIVE PAGE 6
REQUIRED ELEMENT A.3.2	ATTACHMENT A.3.2
REQUIRED ELEMENT A.3.3	ATTACHMENT A.3.3
REQUIRED ELEMENT A.3.4	ATTACHMENT A.3.4
REQUIRED ELEMENT A.3.5	ATTACHMENT A.3.5
REQUIRED ELEMENT A.3.6	ATTACHMENT A.3.6
REQUIRED ELEMENT A.3.7	NARRATIVE PAGE 8

REQUIRED ELEMENT A.3.8	ATTACHMENT A.3.8
REQUIRED ELEMENT A.3.9	ATTACHMENT A.3.9
REQUIRED ELEMENT A.3.10	NARRATIVE PAGE 9
REQUIRED ELEMENT A.3.11	ATTACHMENT A.3.11
REQUIRED ELEMENT A.3.12	NARRATIVE PAGE 9
REQUIRED ELEMENT A.3.13	NARRATIVE PAGE 11

SECTION A.4: ASSESMENT AND ACCOUNTABILITY

REQUIRED ELEMENT A.4.1	ATTACHMENT A.4.1
REQUIRED ELEMENT A.4.2	NARRATIVE PAGE 12
REQUIRED ELEMENT A.4.3	NARRATIVE PAGE 13
REQUIRED ELEMENT A.4.4	NARRATIVE PAGE 14

SECTION A.5: TENTATIVE SCHOOL CALENDAR AND DAILY SCHEDULE GUIDELINES

REQUIRED ELEMENT A.5.1	ATTACHMENT A.5.1
REQUIRED ELEMENT A.5.2	NARRATIVE PAGE 15
REQUIRED ELEMENT A.5.3	NARRATIVE PAGE 15

SECTION A.6: SCHOOL CLIMATE AND DISCIPLINE

REQUIRED ELEMENT A.6.1	NARRATIVE PAGE 16
REQUIRED ELEMENT A.6.2	NARRATIVE PAGE 17
REQUIRED ELEMENT A.6.3	ATTACHMENT A.6.3
REQUIRED ELEMENT A.6.4	ATTACHMENT A.6.4
REQUIRED ELEMENT A.6.5	ATTACHMENT A.6.5
REQUIRED ELEMENT A.6.6	NARRATIVE PAGE 17

SECTION A.7: TARGET POPULATION

REQUIRED ELEMENT A.7.1 NARRATIVE PAGE 19

REQUIRED ELEMENT A.7.2 NARRATIVE PAGE 19

REQUIRED ELEMENT A.7.3 ATTACHMENT A.7.3

REQUIRED ELEMENT A.7.4 NARRATIVE PAGE 20

REQUIRED ELEMENT A.7.5 ATTACHMENT A.7.5

REQUIRED ELEMENT A.7.6 NARRATIVE PAGE 20

REQUIRED ELEMENT A.7.7 NARRATIVE PAGE 20

SECTION A.8: SPECIAL STUDENT POPULATION

REQUIRED ELEMENT A.8.1 NARRATIVE PAGE 21

REQUIRED ELEMENT A.8.2 NARRATIVE PAGE 23

REQUIRED ELEMENT A.8.3 NARRATIVE PAGE 24

REQUIRED ELEMENT A.8.4 NARRATIVE PAGE 25

REQUIRED ELEMENT A.8.5 ATTACHMENT A.8.5

REQUIRED ELEMENT A.8.6 ATTACHMENT A.8.6

REQUIRED ELEMENT A.5.7 ATTACHMENT A.8.7

SECTION A.9: RECORDS

REQUIRED ELEMENT A.9.1 NARRATIVE PAGE 26

REQUIRED ELEMENT A.9.2 ATTACHMENT A.9.2

SECTION A.10: CAREER EDUCATION

STATEMENT OF NON-APPLICABILITY NARRATIVE PAGE 27

SECTION B.1: GOVERNING BODY

REQUIRED ELEMENT B.1.1 ATTACHMENT B.1.1
REQUIRED ELEMENT B.1.2 ATTACHMENT B.1.2
REQUIRED ELEMENT B.1.3 ATTACHMENT B.1.3
REQUIRED ELEMENT B.1.4 NARRATIVE PAGE 28
REQUIRED ELEMENT B.1.5 NARRATIVE PAGE 29
REQUIRED ELEMENT B.1.6 NARRATIVE PAGE 31
REQUIRED ELEMENT B.1.7 NARRATIVE PAGE 32

SECTION B.2: COMPOSITION OF THE COMMITTEE TO FORM THE SCHOOL

REQUIRED ELEMENT B.2.1 ATTACHMENT B.2.1
REQUIRED ELEMENT B.2.2 ATTACHMENT B.2.2
REQUIRED ELEMENT B.2.3 NARRATIVE PAGE 33
REQUIRED ELEMENT B.2.4 ATTACHMENT B.2.4

SECTION B.3: GOVERNING BODY

REQUIRED ELEMENT B.3.1 NARRATIVE PAGE 34
REQUIRED ELEMENT B.3.2 NARRATIVE PAGE 35
REQUIRED ELEMENT B.3.3 ATTACHMENT B.3.3
REQUIRED ELEMENT B.3.4 NARRATIVE PAGE 36
REQUIRED ELEMENT B.3.5 NARRATIVE PAGE 37
REQUIRED ELEMENT B.3.6 NARRATIVE PAGE 37
REQUIRED ELEMENT B.3.7 ATTACHMENT B.3.7
REQUIRED ELEMENT B.3.8 NARRATIVE PAGE 37
REQUIRED ELEMENT B.3.9 NARRATIVE PAGE 37

SECTION B.3.1: SCHOOL/MODEL REPLICATION AND USE OF AN EMO ET AL.

STATEMENT OF NON-APPLICABILITY NARRATIVE PAGE 38

SECTION B.3.2: DISTANCE EDUCATION

REQUIRED ELEMENT B.3.2.1 NARRATIVE PAGE 39
REQUIRED ELEMENT B.3.2.2 NARRATIVE PAGE 40

SECTION B.4: STAFFING AND HUMAN RESOURCES

REQUIRED ELEMENT B.4.1 NARRATIVE PAGE 41
REQUIRED ELEMENT B.4.2 NARRATIVE PAGE 41
REQUIRED ELEMENT B.4.3 NARRATIVE PAGE 42
REQUIRED ELEMENT B.4.4 NARRATIVE PAGE 42
REQUIRED ELEMENT B.4.5 NARRATIVE PAGE 42
REQUIRED ELEMENT B.4.6 NARRATIVE PAGE 42
REQUIRED ELEMENT B.4.7 NARRATIVE PAGE 43
REQUIRED ELEMENT B.4.8 NARRATIVE PAGE 44
REQUIRED ELEMENT B.4.9 NARRATIVE PAGE 44

SECTION C.1: BUDGET

REQUIRED ELEMENT C.1.1 ATTACHMENT C.1.1
REQUIRED ELEMENT C.1.2 ATTACHMENT C.1.2
REQUIRED ELEMENT C.1.3 ATTACHMENT C.1.3
REQUIRED ELEMENT C.1.4 NARRATIVE PAGE 45
REQUIRED ELEMENT C.1.5 ATTACHMENT C.1.5

REQUIRED ELEMENT C.1.6 NARRATIVE PAGE 45

SECTION C.2: FINANCIAL MANAGEMENT

REQUIRED ELEMENT C.2.1 NARRATIVE PAGE 46

REQUIRED ELEMENT C.2.2 NARRATIVE PAGE 46

REQUIRED ELEMENT C.2.3 NARRATIVE PAGE 46

REQUIRED ELEMENT C.2.4 NARRATIVE PAGE 46

REQUIRED ELEMENT C.2.5 NARRATIVE PAGE 46

REQUIRED ELEMENT C.2.6 NARRATIVE PAGE 47

REQUIRED ELEMENT C.2.7 NARRATIVE PAGE 47

SECTION C.3: FACILITIES

REQUIRED ELEMENT C.3.1 NARRATIVE PAGE 48

REQUIRED ELEMENT C.3.2 ATTACHMENT C.3.2

SECTION C.2: TRANSPORTATION, HEALTH SERVICES AND EMERGENCY SERVICES

REQUIRED ELEMENT C.4.1 NARRATIVE PAGE 50

REQUIRED ELEMENT C.4.2 NARRATIVE PAGE 50

REQUIRED ELEMENT C.4.3 NARRATIVE PAGE 50

REQUIRED ELEMENT C.4.4 ATTACHMENT C.4.4

REQUIRED ELEMENT C.4.5 ATTACHMENT C.4.5

COVER PAGE

2013 Call for Quality Charter Schools Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of the Proposed Charter School

The Education Academy Of Nevada

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

Matthew Jackson

Mailing Address of Liaison

6705 Divers Loons St.
North Las Vegas, NV 89084

Telephone for Liaison

702-334-9223

Email Address for Liaison

mwj221975@yahoo.com

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

N/A

Name of school or school model to be replicated (if applicable)

N/A

Physical Address of School (If Known)

N/A - The Education Academy will be a virtual school.

Geographic Region or Neighborhood Where Proposed School Would be Located (See Required Element A.7.1)

Las Vegas, NV

School District in Which the School Would Be Located

Clark County School District

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

August 25, 2014

Proposed Sponsor

- State Public Charter School Authority
- School District
- Public College or University

Indicate which District or College/University below:

N/A

Enrollment Projections

School Year 1

Grade Levels Served

6-12

Projected Enrollment per grade

6th - 30 / 7th - 55 / 8th - 85 / 9th - 165 / 10th - 180 / 11th - 210 / 12th - 275

Projected Net Change in Cash Balance (from Cash Flow Statement)

School Year 2

Grade Levels Served

6-12

Projected Enrollment per grade

6th - 50 / 7th - 80 / 8th - 115 / 9th - 230 / 10th - 295 / 11th - 330 / 12th - 400

Projected Net Change in Cash Balance (from Cash Flow Statement)

--

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

Note: Per NAC 386.130 an application may be submitted only for the kind of school (elementary, middle, and high school) that will be operated during the first year of instruction. If, for example, a school wishes to offer in the first year grades K-8 (an elementary school) only, and expand in subsequent years to include 9-12 (a high school), mention in the appropriate Required Element the plan to expand to high school, but submit the curriculum, etc. for the elementary school (the kind of school that will operate in the first year), only. To add grades that change the kind of school, detailed curriculum and other information will need to be submitted as part of a request to amend the charter to add the desired grades.

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)

- Yes
 No

If yes, address Required Element A.7.5.

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(4)(p))?

- Yes
 No

If yes, address Required Element A.7.6

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

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

- Yes
 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)?

- Yes
 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?

Yes

No

If yes attach the Private School Conversion Assurances found at:

http://charterschools.nv.gov/OpenASchool/Application_Resources/

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))?

Yes

No

If yes, what is that number or ratio?

1000 students the first year

If yes, state your plan in Required Element B3.9

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

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

The Education Academy of Nevada is a distance-education public charter school committed to academic excellence through innovative teaching methods, the latest virtual classroom technology, and promoting extensive familial support for eager students, while giving them the flexibility to explore personal growth through social experiences outside the classroom. Educating student's grades 6-12, we utilize a unique curriculum developed specifically to enhance the student's educational experience while providing an alternative environment to traditional brick and mortar learning. We strive to ignite and empower students, helping them to feel confident when faced with life's challenges by giving them the life skills to succeed. Part of our focus also is to help more under-served ELL students adjust to the English speaking culture. Our highly trained teachers will challenge all of our students to be the best they can be by using traditional and innovative technologies in teaching. The Education Academy.....Technology Empowering Academics

Application Certification

Signature of Liaison



Date

8/18/13

Printed Name

Matthew Jackson

SECTION A.1

MISSION, VISION AND EDUCATIONAL PHILOSOPHY

SECTION A.1

MISSION, VISION, AND EDUCATIONAL PHILOSOPHY

Required Element A.1.1: Purpose

In complying with Nevada Revised Statutes (heretofore ‘NRS’) 386.520 (4) (b), the purpose of The Education Academy of Nevada is to improve education through innovative solutions by incorporating traditional and innovative educational methods within a virtual classroom setting.

Required Element A.1.2: Mission

The mission of The Education Academy of Nevada is empowering students to attain superior achievement in the classroom by integrating innovative teaching methods and technology with familial support.

Required Element A.1.3: Vision

Our vision is to create a K-12 school that is highly regarded across the nation for its academic excellence, community and parental involvement, by helping students to serve and improve the community in which they live.

The Education Academy of Nevada, hereinafter referred to as TEANV, is committed to developing skills students need to be successful in the 21st century; teaching strong curriculum through innovative technologies; enhancing parental involvement through volunteers and support at home; developing community ties that will create future growth and opportunities for our students; and providing both parent and student English language learners opportunities to further their studies.

Throughout the last few decades students have struggled to be competitive in the world. We at TEANV believe that we can better prepare our students to be successful in this highly competitive environment. The traditional school setting is not keeping up with the dynamic realities of the world-wide-web. Students want information quickly and the ability to work on this material at their level of readiness and pacing. Students will have access to innovative technologies through Compass Learning’s Odyssey that will allow them to have exciting, enriched, and advanced curriculum that is also differentiated. The curriculum will allow for students to experience other cultures and have interactive classrooms with other countries. We will enrich our students’ lives by working with students and parents who have not been as

successful with the English language or have not had the time to develop their skills. Through our program, parents and students can spend time after school working on these skills in a safe and caring environment. In order to achieve these goals, parental involvement is pivotal. Parents will need to be able to access their students' progress at any time and help their students to understand material. The parents who will be our strongest support system will help us by volunteering their time and being involved in our leadership decisions. Community connections will be made to enhance the learning of the students and allow for career opportunities.

Required Element A.1.4: Philosophy

If we teach today's students as we taught yesterday's, we rob them of tomorrow.-John Dewey

Making adjustments in today's educational climate provides challenges that are not always easy to overcome. It demands structure, determination, cultivation, inspiration and understanding. At TEANV, we have developed six objectives embedded in our educational philosophy to assist students to navigate through these challenges. 1) Inspire youth to realize their potential. 2) Provide motivated and enthusiastic teachers. 3) Create an engaging and stimulating online learning environment. 4) Cultivate family support in the education of their children. 5) Create a community of engaged learning. 6) Create well rounded individuals ready to succeed with future goals.

If a child can't learn the way we teach, maybe we should teach the way they learn.-Nacho Estrada

Students are inspired when others allow them to dream. In creating a supportive student environment, students can hone their skills and become contributing members of society. This is the heart of our philosophy. Benjamin Franklin said it very succinctly "*tell me and I forget, teach me and I may remember, involve me and I learn*". By involving our students we engage their minds. We recognize that one person cannot educate another without the other person choosing to learn. By involving our students we can increase the opportunity for successful educating. Students need someone to set the example. Student involvement will increase when we find teachers that have a passion for education. It is through the teacher engaging the student that will leave a lasting impression upon the hearts and minds of willing

youth. Great teachers cultivate students to think openly about the material they study and see things from a different perspective. Perhaps one of the most critical aspects of a teacher comes from his ability to help students apply the information personally. Identifying unique lessons learned and attaching them to individual goals and aspirations is essential for the growth of every student.

At TEANV, we see online learning as an unlimited environment for spirited discovery. Students learn when they are in a fun, challenging setting. With today's technological advances, our teachers will have the ability to innovate and make the classroom experience more engaging for the students. We will communicate in real-time through streaming video, voice and chat applications. Students will be able to watch any classroom session at any time. Our courses are structured and differentiated. We will offer accelerated learning to keep students engaged and continuously learning at a pace that is right for them. We are not as concerned about time spent on the subject as we are more focused on mastery of the subject. Self-paced classes give the flexibility to organize and structure the student's educational goals hand-in-hand with their personal aspirations.

Without contribution from parents and families, it is difficult for a student to gain the education they deserve and achieve their educational goals. We have enrolled a family coordinator to create counseling for parents that may feel overwhelmed at times. Our family coordinator will provide parents opportunities for individual training through webinars and personal meetings. While understanding that technology provides amazing tools for an excellent education we also understand that technology cannot replace people. We are dedicated to staying on the leading edge of technology while ensuring energetic student and parent communities. We will provide many personal activities such as, outdoor group activities, service projects, field trips, museum tours, and dances. We feel this will ensure ample opportunities to build friendships outside of the online environment. Parents will also be asked to participate in our community events. By having the parents contribute it adds enthusiasm and stability to the student's education. Through our online community, blogs and discussion forums students are encouraged to contribute in as many of these areas as possible. We need to protect our students from many dangers and until we do most students will not fully let go of inhibitions to engage and participate in their education. When students are comfortable to speak and share ideas they open up so many opportunities for growth and learning.

SECTION A.2

SCHOOL SPECIFIC GOALS AND OBJECTIVES

SECTION A.2

School-Specific Goals and Objectives

Required Element A.2.1: Educational Goals and Objectives

Our school will focus on four areas of assessment: national, state and school-wide.

1. National Exams: 75 percent of students enrolled in the charter school with a minimum of two years enrollment will reach or exceed all benchmarks for the ACT College and Career Readiness System.
2. Nevada State Exams: 75 percent of students enrolled in the charter school with a minimum of three years enrollment will achieve Proficient or Advanced status on the state's annual assessment.
3. School-Wide Assessment: Students will learn and understand at least 70 percent of the knowledge outcomes in every class.
4. 85 percent of graduating seniors, who have been enrolled in the school for at least three years, will score above the 70th percentile on ACT/SAT exams

Required Element A.2.2: Organizational/Management Goals and Objectives

1. The School will demonstrate 75 percent overall satisfaction of responding parents or legal guardians of students attending the school during each academic year.
2. Our teachers will participate in weekly professional development opportunities and others as needed.

Required Element A.2.3: Assessment Tools, Data and Artifacts

1. The School will employ the methods developed by Compass Learning to assess the internal success of our program and determine whether or not each class is meeting its objectives by using a variety of online formative and summative tools and instruments to provide initial and ongoing individualized baseline assessment, progress monitoring and feedback. Scored online learning activities, lesson quizzes and chapter tests, diagnostic/prescriptive pre-tests based on state and Common Core standards, College Readiness diagnostic/prescriptive pre-tests, end-of-course post-tests, rubric-scored Odyssey Writer activities, printable activities, and test creation tools to create local benchmark assessments will be some of the methods employed

2. The Nevada Criterion-Referenced Smarter Balanced Assessments and High School Proficiency End-of-course Exams will be administered annually to rank out students in core subjects. These numbers will be used to track the school's Adequate Yearly Progress as well as determine students, district, state, and nationwide standing.
3. The ACT College and Career Readiness system utilizes benchmarks to track formative growth in students. The School will administer these national-wide exams on an annual basis to all students in 6th-12th grade.
4. To track amassed growth, all graduating seniors will take a national ACT/SAT exam.
5. Parent involvement and satisfaction will be measured multiple ways. We will send out parent surveys quarterly. We will hold parent meetings at the beginning of each month in which they can learn to become more involved in their child's education. We will provide counseling to parents in need of help guidance or direction on helping with their child's education or familial well-being.
6. Teachers will have multiple ways for addressing and solving problems. One-on-one weekly meeting with the Headmaster or the School's Director, weekly group meetings and conferences will also be available for the teachers. We will have counseling available for teachers as well.

Required Element A.2.4: Reasonableness of Goals

The educational experience needs to be much more than reading, writing and arithmetic. We as educators need to guide our students towards success for the future. Statewide and the national college readiness program allows us to compare the academic success of our students against those in the district, state, and nation. These tests will help us realize our strengths and weaknesses.

The ACT/SAT college entrance exams offer an opportunity for the student to show their critical thinking skills which will be valuable to them as they move towards the future.

Parents have a tendency to be satisfied with educators when they know that the educators care about their children and provide them with a first class education. We will do everything we can to involve parents/families into our system of learning. We will provide many opportunities to get involved, speak their mind and get council when needed

SECTION A.3

CURRICULUM AND INSTRUCTION

SECTION A.3

Curriculum and Instruction

Required Element A.3.1: Curriculum Model

Curriculum Overview: TEANV will adapt Learning Compass’ Odyssey Curriculum for use in all grade levels. The instructional content component developed by Compass Learning—which consists of instructional curriculum, assessments, and a program management system—will provide each student with an unique online experience that blends rigorous, standards-aligned content with research-based engaging lesson formats that provide direct instruction, individualized feedback and re-teaching based on student responses, and assessment. Each students’ learning gaps will be identified and along with the instruction required for grade level success, the students’ previous learning gaps will be filled. Each administrator, teacher, student, and parent will see on-going data to know exactly how the student is performing at all times and how the student is progressing toward the mastery of the required standards.

Math: Odyssey Math is focused on engaging, content-rich activities with easy and intuitive features. The online activities provide an opportunity for the students to practice and explore. Manipulative and instructional tools are incorporated throughout the activities. The offline activities afford another medium to practice and learn the skills, create projects, and authentically assess students. The activities provided give a solid foundation in math content, while incorporating animation and computer graphics to simplify concepts with visual explanations. Repetition and practice are strongly emphasized. Printable worksheets provide practice while virtual manipulative and writing tools are provided for a clearer understanding of concepts. Activities allow for students to write mathematically with Equation Editor.

Science: Odyssey Science is based on Marzano (higher thinking skills model), 5E model (Engage, Explore, Explain, Elaborate, Evaluate), NSTA, state standards and state assessments, and textbooks. Lessons integrate questioning strategies and additional structuring of the learning experience by the Model Instruction Program, which was started by David Hestenes and the American Modeling Teachers Association. Odyssey provides step-by-step instructions in solving problems. Literacy instruction includes

verbal and visual definitions for vocabulary instruction and mastery. Odyssey uses a variety of sources for subject specific readings, such as the BBC, Discover, Weekly Reader Corporation, and Readers digest. Maintaining students’ interest and aiding information retention with real-world examples and practice (real-world application). Inquiry-based learning helps students discover new information and using multi-tiered scaffolding provides different levels of support within a single concept. Incorporating State-of-the-art animation and computer graphics simplify concepts with visual explanations and incorporates interactive Edumedia activities to provide hands-on-explorations.

English Language Arts: Odyssey Reading/Language Arts provides instruction and documentation of growth in the National Reading Panel’s five competencies of reading. Instructional activities within the curriculum provide instruction, practice, and evaluation of these competencies for a comprehensive instructional program. We use challenging, level-appropriate vocabulary with direct instruction and inquiry-based learning. Different levels of support (multi-tiered scaffolding) within a single concept and reading comprehensive strategies ensure our students’ success. Catching and holding students’ attention is essential. At TEANV, students work in an interactive environment, rich with sound and animation that illustrates concepts both verbally and visually that engages student’s imaginations.

Social Studies: The curriculum combines reading of period literature and historical analyses by modern historians, memorizing facts to understand the flow of history, and composing a comprehensive study guide. Courses are question-driven. The syllabus contains a list of key questions that give students about what to look for as the study. For example, in U.S. History a key question could be, “What is the significance of the Kansas-Nebraska Act?” In the reading assigned for that lesson the student would learn the answers to the key questions, and record them in their study guides. At the end of the course each student has a complete study guide containing the most important information she learned

Required Element A.3.2: Schedule of Courses.....*See Attachment A.3.2*

Required Element A.3.3: Course Descriptions/Alignment with Standards ...*See Attachment A.3.4*

Required Element A.3.4: Typical Daily Schedule.....*See Attachment A.3.4*

Required Element A.3.5: Courses to Complete for Promotion*See Attachment A.3.5*

Required Element A.3.6: Courses/Credits for Graduation.....*See Attachment A.3.6*

Required Element A.3.7: Policy for Pupil Promotion

At TEANV, an important aspect of a student’s education is their promotion and graduation to the next grade level. Many students view retention to a certain grade as a stigma and this is one of our foci to improve student health and wellness. Students will continue to improve and grow as learners when they do not feel like they are being judged or being held behind. Through our mastery-learning program, students will be allowed to continue at a pace that suits their learning styles and allows them to complete courses for promotion.

In order to foster this further, we will enforce the rules and regulations for promotion in Nevada with enhancements. For the 6th – 8th grade students, we will enhance and follow the NAC 389.445 regulation, which states that students must receive one and one-half credits of math and English and one unit of science and social studies in the seventh and eighth grades to promote to high school. We are expecting our students to excel and surpass these requirements. Our students must complete two units from all core subjects in the 7th and 8th grade to promote to high school.

We will also follow the Clark County School District regulation 5123 with enhancement, which states that 6th graders must pass one semester of math, English and science to promote to 7th grade. Our 6th grade students must complete one unit of English, math, and science to promote to the seventh grade. Seventh graders are required to pass one semester of all core subjects. Our 7th grade students must complete one unit in each core subject to pass to the eighth grade. Eighth grade students are required to pass three semesters of math and English and two semesters of science and social studies by the end of the 8th grade year. Our 8th graders will be required to have passed four semesters of all core subject areas.

In regards to graduation from high school, students will be required to follow the 21st Century course of study expectations. Students will have to complete; four units of math that include: Geometry and Algebra II, three units of science with two courses being lab courses that include: Biology I, four units

of English, 3 units of social studies, one-half unit of health, one-half unit of computer science, 2 units of physical education, 1 unit of arts and humanities, 4 and one-half units of elective courses. Once completed and successful completion of the state exams (Either Proficiency or End of Course Exams); the student will be able to graduate from TEANV with a standard diploma. In order to graduate with honors, the student must maintain a 3.25 minimum GPA and an extra one and one-half units of elective courses.

Required Element A.3.8: Diploma*See Attachment A.3.8*

Required Element A.3.9: Transcript*See Attachment A.3.9*

Required Element A.3.10: Transfer of Credit

In accordance with NRS 386.582 and Nevada Administrative Codes “NAC 386.150(8)”, the school will transfer credits from any successfully completed courses. The credits will be transferred via an official transcript or any other records deemed necessary. The school will receive transfer credits from other public, private, and charter schools in Nevada and other accredited schools. Transcripts from these other locations will be required to determine graduation requirements. (See A.3.8 and A.3.9 for copies of proposed diplomas and transcripts from TEANV)

Required Element A.3.11: Textbooks*See Attachment A.3.11*

Required Element A.3.12: Instructional Strategies

At TEANV, we will be using a variety of instructional strategies to fulfill our goals:

Mastery –Learning: We believe that students need the ability to foster learning at their own pace and understanding. We give the students this opportunity to be focusing on mastery of the material that is provided. Timelines are many times a hindrance to learning when teachers are required to complete topics and objectives in a certain amount of time. Students at our school will be allowed to complete each objective until they achieve a minimum of 70 percent mastery of the material. This will lead to better understanding of future material and create individuals who are better prepared. This will also allow teachers to differentiate instruction based on what objectives that students needs to focus on more than others.

Differentiated Instruction: Many classroom settings will find students who are either bored or not on track for graduation. These classrooms are single-note whereby teachers are giving a lecture and then having students work on completion of an assignment. Little thought is given to a student's reading level or prior knowledge as the focus is the push to give all the information necessary by the end of the unit. At TEANV, our focus is on helping teachers to work with students on individual needs. Teachers will give topical instruction and then develop students' learning further through meaningful discussions and activities. Activities will be developed that are tailored to each individual student's needs through testing data and informal assessments that are gathered through the course. Students will be given the opportunity to work with their instructors to create meaningful activities that will not only help them to improve from their current skill level but to expand beyond.

Blended Instruction: As part of our online material, teachers will be supplementing their input through face-to-face virtual classrooms that will allow for enhanced discussions of individual student needs. Teachers will also be able to work on quizzes, tests, and labs for classes in a real-time setting. Students will be given set times during the school day to log-on to the classroom and watch demonstrations of activities and develop even greater understanding of the online material being presented. Teachers will also set-up times to meet with students to have outside field trips that will further enhance their understanding of the concepts being taught.

Tutorial Time: Many times students have questions in regards to the material that is presented that they may not feel comfortable asking in a class setting. We will be setting aside one hour each day after the courses have been instructed for the teachers and students to interact individually. Students will be able to chat with their instructors and even set-up face time for specific needs.

ELL Instruction: Many schools have the difficult task of helping students from other countries develop their language skills. In partnership with Aventa and Odyssey, teachers will be trained on methods to enhance English Language learners' skills. Students will take specific courses designed to teach them English, as well as, give them the tools to be successful in a regular English course. Teachers will use tutorial time to give students further opportunities to work on their English skills. Parents will be invited

to take courses with their students as a means to be supportive and help them to improve their English skills as well.

Required Element A.3.13: Instructional Strategies

As part of our charter, we feel a great urgency to make sure that our school is one of the most advanced and competitive schools in the nation. In order to achieve this success, the teachers must be given the opportunities for professional development.

Professional Development Plan: Every person on the team will:

1. Meet once a week with the Director as a Staff to discuss professional development needs, sharing professional development that has been attended by team members, how the program can be improved or incorporated, and what resources would be necessary.
2. Meet each day for an hour with their department head during staff planning time. This time will be used to make sure that courses are on target, the material being presented is uniformed, and that the department is working together to develop curriculum.
3. Attend one-on-one's with the Director. This time will be to handle any questions that the teacher or team may have about upcoming curriculum, what goals and objectives they may want to work on this year, emails, and hold conferences relevant to their responsibilities and teaching areas.
4. Expected to attend at least 6 hours of relevant professional development courses each semester.

Continual Improvement: After each semester the team will meet to look at each course and decide on what can be improved for the next semester and what worked well. Teachers will complete an end-of-year curriculum review and then we will meet to discuss the findings. Points that will be considered:

1. Revision of curriculum as deemed necessary by the team. This to include the revision of resources for texts and classroom materials.
2. Every year we attend new technology trainings through Odyssey or Aventa that could lead to benefits for the program.
3. Student and Parent surveys will be included to keep us informed about how we are serving our stakeholders.

SECTION A.4

ASSESSMENT AND ACCOUNTABILITY

SECTION A.4

Assessment and Accountability

Required Element A.4.1: Assessment Plan and Instruments.....*See Attachment A.4.1*

Required Element A.4.2: Use of Student Data

Internal Assessment: We will utilize school-wide, state and national assessments. We will use Learning Compass' Odyssey as our curriculum and to evaluate progress. Odyssey measures specific educational goals both academic and social. Individual courses are developed to meet specific program outcomes and designed with rubrics to guide that evaluation. See **Attachment A.4.1** for specific details and goals.

State Assessment: In compliance with the state statutes and regulations: NAC 386.150(7), NAC 389.048-083, NRS 385,347, NRS 386.550(l) (g) and (h), the school will administer all necessary state assessment exams. The results of which will be used to analyze and improve both student and school achievement. Teachers will spend time with this data to help drive curriculum and to focus student learning on objectives they are struggling with. This data will be the catalyst to increase activities that can further benefit the students on state exams. Students will be given the opportunity to analyze their own data as well to better understand their own learning needs.

National Assessment: To assist us in evaluating the formative progress and summative results of our students, we have chosen to administer PLAN, EXPLORE, and the ACT from the ACT's college and career readiness system. ACT's longitudinal assessment system: consisting of EXPLORE (for 8th & 9th graders), PLAN (for 10th), and the ACT (for 11th & 12th graders) is coordinated to measure and supervise academic achievement over time and to provide logical educational and career guidance and feedback to students. Benchmarks allow school to identify students who are not on target for college and career readiness and intercede with them early in high school, and increase the likelihood that they will be ready for graduation. Counselors and advisors will meet with these students and parents about their results and parents will have input into the course decisions that will affect their child's development. The data will be used to help guide the classroom setting and instruction by supplementing already established curriculum with information to prepare students for college. The things we provide are for the assistance of the student. It is not about the institution: it is about individual student growth.

The administration, governing body and teaching staff have a common vision for student success that is meant to be impactful. We are concerned with the child's entire well-being. In-class discussions, projects, oral exams, and essays provide an in-depth look into each student's progress while regular standardized tests monitor and chart adeptness over time providing valuable information regarding student performance. Through this data, we can further look at student achievement. Noticing trends in poor data or above average data can determine effectiveness and drive whether we need to make a change, find the teacher some guidance, or celebrate successes and determine why a particular class is performing.

Beyond implementation of the traditional assessment procedures, our goal is to determine non-academic qualities as well. We strive to encourage those attributes of mind and character that will help our students become honest, courageous, respectful, compassionate, and disciplined. This data can readily give us insight into whether students are taking courses seriously and focusing on the material at hand. We can work with parents and the students to develop plans to enhance their educational experience and promote better individuals, ready for the real world. We are committed to having clear, measurable metrics by which we can understand how our students are improving. We will utilize the information gained through these metrics to identify areas in which our program is excelling, and areas in which we are letting students down. We will regularly implement improvements involving educators, parents, and students. Parent meetings will be held monthly to ensure that they have a voice and can express their concerns about the data. Data will be provided to them about the school in general so that determinations can be made about specific programs. Students will be asked to track their progress and make determinations as to their own successes.

Required Element A.4.3: Use of Longitudinal data

In order for schools to succeed, they must be focused and clear on the data that is driving the school and how they are working towards achieving this data. Many schools spend so much time teaching to the test instead of focusing on mastery of the content, rigor in the classroom, and differentiated instruction. The use of longitudinal data is extremely important and guides our school's vision as we look at improving this data. The staff, parents, and students, all need to be on the same page in regards to how to work with, understand, interpret, and develop this data. There are three steps necessary in order to accomplish these goals: Preparedness, Evaluation, and Dissemination.

To start, the school must be completely unified in its endeavor to help students grow. Monthly meetings with parents, daily meetings within departments, and weekly staff meetings are pivotal. The staff should be trained on how to prepare students for assessments both for college and the classroom. The teachers should then spend time making sure that the rigor required to succeed on these exams is provided. The parents will be given opportunities to work with the staff and develop understanding of how these processes work. The students will spend time learning how to study correctly, take appropriate notes, and utilize their skills on exams. We will encourage a sense of fun not fear when it comes to exams and have competitions and award ceremonies for students.

Longitudinal data must be tracked and reviewed each year if the school is to improve. Teachers will be provided the data for their students to analyze. Next, they will meet in their departments to discuss ways to improve students' specific objective needs. Teachers will work on specific differentiation of lessons that relate to students' deficiencies. Data will also be used to self-evaluate what concepts were not taught as well as others. Teachers will work together to see who taught each objective the best and then discuss ways to improve the lessons for other staff. Students will evaluate this data by determining where they need to focus more of their studies. Students will create journals, charts, and tracking sheets in order to focus.

Parents will utilize the data to help the school make determinations about what their child needs in terms of resources, organization, and counseling that may be required. The administration will use the data to make determinations about staff development and whether they are teaching objectives appropriately and to our satisfaction. Finally, through dissemination of the data, we can help foster community and get our entire school family involved.

Required Element A.4.4: Data Management Plan

The school will manage all student and assessment data using the Infinite Campus program as required by NRS 386.650 and report all student information to the sponsor by the first day of instruction as required by NRS. 386.365. This operating system has the ability to control transcripts, course selections, teacher's courses, student data, and testing data. This system can easily access data and input data without difficulty and is user friendly. Teachers will have the opportunity to use a grading system that is part of this program.

SECTION A.5

TENTATIVE SCHOOL CALENDAR AND DAILY SCHEDULE

SECTION A.5

Tentative School Calendar and Daily Schedule

Required Element A.5.1: Calendar

See Attachment A.5.1

Required Element A.5.2: Enrollment Dates

TEANV will open enrollment for up to One Thousand students on May 5th, 2014 and continue the enrollment period until the school's enrollment reaches capacity or the enrollment close date of August 1st, 2014. In accordance with NAC 386.135, the date of open enrollment is within 120 days of the proposed school start date

Required Element A.5.3: Alternative Schedule Application

TEANV will conduct the school year following a standard schedule, so there is no need to request an alternative schedule.

SECTION A.6

SCHOOL CLIMATE AND DISCIPLINE

SECTION A.6

School Climate and Discipline

Required Element A.6.1: How Climate/Discipline policies support educational goals

At TEANV, we believe that creating the right environment is key to the success of our school. Our job is to create an atmosphere in which students feel respected and share in a positive environment. In creating a positive school climate, we have four fundamental goals; 1: teaching by motivating the student; 2: Assist the student to improving himself and others; 3: Helping students to apply the principles learned to become the best they were meant to be; and 4: providing support for the teachers in the classroom through supervision, professional development and dealing with discipline.

Teachers have the responsibility to motivate students. They provide opportunities for students to work hard on tasks and achieve greater success. They motivate students who are struggling and help them continue to try and excel. A teacher who can focus a young mind to develop without negativity helps foster a well-rounded individual. Teachers set the tone for the classroom by providing the right materials and resources, management, and positive reinforcement that allow the students to flourish. Students need to take part in the learning process as well in order to achieve the ultimate success. A teacher has the responsibility to set the tone. Students that spend minimal effort or concentration in their studies cause others to be distracted. Students must also be willing to show respect for themselves, the teacher, and others in the classroom.

The practices that are used in the classroom will help to foster this idea of positive environment. When students take an active role in the work that is happening, discussions, and decision factors for discipline, the classroom atmosphere falls on them and creates a better classroom environment. Also, by giving the students opportunities to excel, be part of the decision-making, and helping to maintain good classroom environment, they are allowing themselves the ability to grow and learn in a less hostile setting. Teachers should be in communication with parents and have tried management practices in the classroom. The administration can monitor this and help to enhance the positive environment by fostering discussions with the teacher.

Required Element A.6.2: Student Behavior Philosophy

In order to maintain discipline, it is better to have steps in place that will catch issues early versus waiting for something to happen. Sometimes students still have issue with following rules and need guidance and discipline in order to follow through. If a student is behaving inappropriately, the teacher, staff, or administrator needs to put them back on track. When students begin to affect the virtual classroom as whole, those infractions need to be corrected immediately so everyone knows no exceptions are allowed. These can be handled in a private chat by asking the student during class to meet in a private chat.

If allegations of plagiarizing, cheating or other dishonestly, sexual conversations or harassment, cyber-bullying, violence or other inappropriate behavior occur the following process will be implemented: 1) Teacher will report the activity to the Director. 2) Director will inform the parent via email or phone. 3) Director will investigate the allegations. 4) Director will speak with the student and show the evidence. 5) Director and the parents will determine appropriate discipline based on Nevada Regulations.

Possible courses of action may include, but are not limited to writing apology letters to those affected, failing an exam, failing a class, failing the entire semester, being expelled from the school. All procedures outlined for student behavior as stated in NRS 386.585 and NRS 392.465 will be adhered to.

TEANV requires the students perform their best. This is more than an academic endeavor; ethical and moral behavior is essential. At TEANV, we expect and will only except excellent behavior.

Required Element A.6.3: Discipline Policy/Code of Conduct.....*See Attachment A.6.3*

Required Element A.6.4: Truancy Policy.....*See Attachment A.6.4*

Required Element A.6.5: Absence Policy.....*See Attachment A.6.5*

Required Element A.6.6: Involving Families

One of the pivotal goals for our students is that of familial involvement in the education process. We believe that familial support plays a tremendous role in whether a student will succeed or fail in school. The current generation finds too many parents that have to work or are coming from single-family homes. Parents come home from work and do not understand or feel comfortable with helping their students with their schoolwork. Parents try hard to make sure that work is completed but too often students are left up to their own devices for success. In order to combat this, we at TEANV feel that families should be involved

in many aspects of the school setting. **Parent Meetings:** There will be monthly meetings with the Director of the School. These meetings will have agendas that relate to school data and improvement. The meetings will be held in the afternoons or evening times so that all parents will have the opportunity to attend. The meetings will allow parents to incorporate their ideas for the school and at the end of meeting there will be a question and answer session that will determine the next meeting's agenda. **Continual Notification:** We will put into place an email system for each teacher and director that will allow parents to stay in constant communication. We expect teachers to provide weekly information on the progress of their student. Parents will be welcome to ask question and set up face-to-face conferences should questions and/or concerns arise. **School involvement:** We will utilize parent volunteers to help and be involved in the school setting. Parents will be asked to join school committees, become involved in classroom discussions where their expertise is poignant, and join students on trips and activities for the school. **Specialty Learning:** Parents will also have the opportunity to join students during tutorial time to learn material with the students. For those parents that have limited English proficiency, we will provide classes that they can take with their child to help improve their skills as well. **Counseling:** Many families need a place to feel comfortable and express concerns that they might have at home as well. We will provide counseling services to those parents and students that need extra support when they feel that they are not helping their child at home. In order to determine success with parent involvement, directors and board members will examine the following:

At least a 50% turnout of parents at monthly meetings. This will be determined through sign-in sheets at the meetings. At least 30% of our parents volunteering for in-class discussions and field trips. This to be determined by forms that the teachers will have parents fill out to come to class and Field Trip permission applications. 100% of teachers communicating with parents about their students and receiving feedback from those parents. This will be determined by saved emails and sign-in sheets for parent conferences. Parents volunteering their time to work in the office or school. Parents coming to see the counselor.

Parents will receive surveys to complete about their satisfaction with the school. These surveys will be compiled and talked about at Parent Meetings. While at the parent meetings, discussions will be had about their satisfaction and other tools we can develop to help with improvements. Parents will also be asked to email the director or teachers with concerns as another means of communicating their satisfaction

SECTION A.7

TARGET POPULATION

SECTION A.7

Target Population

Required Element A.7.1: School Location

We at TEANV have chosen to begin our charter program in the Las Vegas area. As we await approval of our charter, a specific location has not been set for the school. This location will be office space that allows the Director, teachers, and parents to come and meet and be involved in the school process. Tentatively, we are looking at the Summerlin area of Las Vegas to be the location for the school's administrative offices. The school will be available to all students in the Clark County school district, as well as, students who are in other charter programs or private schools that are looking for a different school setting.

Required Element A.7.2: Target Population

Our target population is students in the public school system, homeschools, charter and private schools that are looking for exceptional quality education and student choice. There are an estimated 2.04 million students in grades K-12 who are now homeschooling and growing at a rate of 2% to 8% annually. (Ray, Brian D. 2011, June 8. *Research Facts on Homeschooling*. National Home Education Research Institute. Retrieved 31 July 2013. <http://www.nheri.org/research/research-facts-on-homeschooling.html>)

Parents in the homeschool setting are always looking for better options for their students, especially as they reach the Junior and Senior high levels. Many programs in the country offer courses priced per course and can take its toll on the home budget. We will be offering students the ability to take a whole curriculum from home and decrease the amount of budgetary concerns the parents may have. Many charter schools in the valley also do not offer programs for the 6th – 12th curriculum which in turn causes the parents to seek curriculum elsewhere either by enrolling them in public schools or trying to continue to homeschool with increasing difficulty of subject matter.

Our school will also work to attract public school students. These students are not achieving in the classroom due to overcrowding and one style of teaching. Time constraints make it difficult for students

to achieve their full potential. Currently, about 60% of students in the valley are graduating from schools. These students are missing out on the opportunities that having a high school diploma can offer. Parents are always looking for the child to excel and go to college and we believe that our school will give them those opportunities. Charter schools in the valley mostly service students K-8. There are about 30 charter programs in the valley and half service high school students with about 5 servicing through distance learning. Private schools in the valley can be very expensive and have waiting lists that are extremely long. We would offer a choice for parents that is more cost effective and doesn't require long waits for their child to attend. We believe that through our innovative programming and focus on family and being competitive across the nation, we can help to solicit these students for our school.

Required Element A.7.3: Target Population.....*See Attachment A.7.3*

Required Element A.7.4: Alignment of School Plan with Target Population

We are able to provide students the curriculum and challenges they need, no matter where they begin academically. We will provide growth and nurturing of those students and help them to become one of the best students in the nation. Teachers will work with students' individualities and skills to make sure that they can achieve all that is possible. With Odyssey, the innovative curriculum and the blended learning model will allow the students to become more engaged and enriched. The focus on family will initiate and sustain these students' drive and focus and allow them to fulfill their potential. Students coming from other schools will be able to acclimate quickly with our friendly and warm environment. By the time our students have finished our program, they will have the tools necessary to succeed and excel in their endeavors.

Required Element A.7.5: Student Recruitment Plan.....*See Attachment A.7.5*

Required Element A.7.6: Serving At-Risk Pupils

As TEANV will not be serving primarily at-risk students, this section is not applicable.

Required Element A.7.7: Favoring At-Risk Pupils in the Enrollment Process

As TEANV will not be serving primarily at-risk students, this section is not applicable.

SECTION A.8

SPECIAL STUDENT POPULATION

SECTION A.8

Special Student Populations

Required Element A.8.1: Identification, etc., for Special Education, etc.

As we know, many students learn differently and have needs that must be addressed. Some students have learning deficiencies while others have language barriers or barriers to their health. It is important to identify these students and provide opportunities for them to succeed. The importance of Special Education cannot be understated.

Plan for ELL Students:

ELL students are those students that have limited English proficiency. The school truly believes that these students need support in both time and skill development that traditional settings generally cannot offer. As we develop these students' skills, they become more capable and better prepared for the multicultural world that we live in. Our school will work to increase these students' skills using rules and regulations under Title III of the "No Child Left Behind Act". During year one, a certified ELL teacher will support the students through assessments, work, and services that need to be provided. As we grow, other ELL teachers will be incorporated. We will use a survey with the parents and interviews to determine language that is spoken at home and then the LAS-Links exam will be available to test students' current language level based on parental approval. These exams will be given during the month of August before school starts and the first 15 days of the school year. Title III states that they must be placed 10 days after that. Parents will be given a chance to accept or deny entrance into the program. Those students that are accepted into the program will be tested each year to update their progress and state standards. In regards to curriculum, TEANV will be using Odyssey and Aventa to provide excellent courses both Primary and Secondary that students can be enrolled in that are determined by the testing results. Students will be enrolled in both ELL courses and traditional English courses so as to not lose out on curriculum. The certified ELL teacher will be responsible for monitoring these students' progress, supplementing instruction, providing guidance and support for the parents, and reporting to the Director each week to update him on the students' progress.

Parents of ELL students who do not speak English or have difficulties may take the courses with their students to incorporate more familial support and understanding of student needs.

Plan for Special Education:

Students will be serviced based on their Individualized Education Plans: IEP. Since the school is an online virtual school, most of the support will be in general education courses with modifications. When providing these services, the teachers will follow all guidelines and regulations set forth by the state and federal government. Programs will be put into place based on federal, state, and local policies, such as the Individuals with Disabilities Act: IDEA; Section 504 of the Rehabilitation Act of 1993; NRS 388.440 to 388.520, and all other Nevada Statutes. Assessment for students with special needs, that are not currently identified, will require a process in which are detailed through the RTI process. Once an IEP is in place, students will be placed in the appropriate curriculum. Due to the nature of online learning, modified courses cannot be offered. Teachers will be responsible for modifying curriculum and evaluating when students need extra support and guidance. Since classrooms will be differentiated, the special education student's needs are easily monitored and followed, but more restrictive placements will need to be evaluated.

Plan for Gifted and Talented Students:

Gifted students are generally overlooked in the school setting. It is TEANV's firm belief that these students need just as much attention to thrive and grow as any other group. We will hire staff that is able to work with gifted students and is able to support their growth as individuals. Assessment of these students will begin in the classroom. Teachers will monitor and make recommendations for students they feel surpass the normal classroom environment. Parents and the Director will meet to determine if they feel testing is appropriate for a Gifted Program. After the meeting, the student will then meet with a diagnostician to determine their levels; then the student will be placed in the gifted program. Curriculum for the Gifted and Talented student will be diverse. Certified teachers will work to differentiate lessons to extend and expand the current curriculum for the advanced learner, allowing students to expand their minds and challenge themselves. Advanced Placement Courses and Honors courses will be available through our curriculum.

Plan for the 504 Student:

Section 504 of the Rehabilitation Act is for students that have disabilities but may not qualify under IDEA. This civil rights act protects the student's civil and constitutional rights who have disabilities. This act prohibits discrimination against these students solely on the basis of disability and makes sure that reasonable accommodations are followed. Assessment for 504 students will come from outside the school. A doctor will determine most disabilities; then a committee will meet to determine reasonable accommodations for the student. For those students that have not been assessed, the Director will notify parents if an issue is noticed by one of the teachers to allow parents to seek a doctor's advice. Teachers, parents, and administrators will work closely together to identify students with special needs through a RTI process, develop an educational plan (504 Plan), review effectiveness, and revise to meet the needs of the students. Curriculum for most students does not need to be modified. These students might need more time on assignments or the ability to leave the classroom setting when necessary. Teachers will be required to follow federal, state, and local regulations in regards to accommodating these needs.

Required Element A.8.2: Multi-Tiered Response to Intervention

Many times parents have concerns about their students' level of understanding or behavior when it comes to the classroom and request their child be tested. The importance of this testing cannot be denied but a process must be put into place in order to make sure that the school has tried every possible method for helping that child. To begin, all students are assessed over the year to make sure that they are succeeding in a general education setting. A team that includes the Director, a teacher, and an interventionist will meet to be involved in the process and be in continual contact with the parents, students, and teachers. This communication is to make sure that no one is overlooked when they begin to struggle with material. The process that is used to determine whether a child should seek admittance into a special education program is the Response to Intervention: RTI. This process refers to how well a student responds to changes in instruction. The teachers are required to help the students by developing interventions that may help the student grasp the material. The essential elements of an RTI approach are: providing scientific, research-based instruction and interventions in general education; monitoring and measuring student progress in

response to the instruction and interventions; and using these measures of student progress to shape instruction and make educational decisions. The process uses the following steps: 1) *High quality, research based instruction*; 2) *Screening to determine which students need academic or behavioral monitoring or interventions*; 3) *3 Tiers of research-based, interventions being provided*; 4) *Teaming for development of implementation and monitoring of students' interventions*; 5) *Continuous monitoring of progress to determine if students are meeting goals*; 6) *Follow-up that all processes are being followed correctly*; 7) *Documentation of Parent Involvement*; and 8) *Documentation that any special education needs are being met*. During this process, it is incumbent on the teacher to administer, monitor, and report progress of these students. The process follows a three-tiered pattern. Tier 1 students will receive minimal interventions for support. Tier 2 students require more support in the classroom and will work well in small group settings and receiving specific, targeted instruction. The Tier 3 students, who need the most support, will work well in small group and whole-class instruction and receive more individualized attention through tutorial time each day to answer specific questions and focus their learning into smaller chunks. Tier 2 and 3 also get interventions that Tier 1 has. Teachers will collaborate often on the interventions provided, making sure that they are research-based and appropriate. When the team meets, they will look at other interventions and make determinations as to which ones are working and which are not as successful. Parental and student input through surveys and meetings will help guide the collaboration to find the best interventions for each child. Procedures and processes used by the school whenever targeted scientific, research-based interventions are provided to a particular student who is experiencing academic or behavioral difficulty may be found in **Attachment A.8.6**. If it is determined that a student continues to be resistant to the intervention process, and then the student may be referred for the special education initial evaluation. A student will qualify for all the rights and privileges set forth by IDEA if he/she is suspected having a disability. Usually, parents make the initial recommendation for testing, but if the school does make the initial recommendation then a notification will be sent home to the parents.

Required Element A.8.3: Special Education Revenues/Expenditures

Section C.1 lists the proposed budget for our Special Education related services for the year

2014-2015. During the first year of operation we anticipate 100 students to be enrolled in Special Education. We will hire two part-time special education teachers as independent contractors (\$16,500 each). We have budgeted \$26,250 for outsourced contractors for psychological testing, virtual speech therapy, nurses, etc. Supplies are budgeted as follows: Materials and Supplies \$11,250, Part-time teacher Supplies \$600, Part-time teacher computers \$4,200.

Required Element A.8.4: Special Education Continuum of Service

Students with IEP’s will be provided services through the general education setting with support, and through pullout services with a special education resource teacher as seen in **Attachment A.8.7**. These are the two least restrictive delivery methods that our school can accommodate year one. Students that have IEP’s that ask for self-contained classrooms or special schools will be considered. Each student that comes from a restrictive environment will be considered on a case-by-case basis. The Director will meet with the parents to determine what the student’s individual needs would entail. Then the Director will meet with the special education team to determine if these needs, goals, accommodations, benchmarks, and related services can be met in a virtual school setting, based on the ability for the student to grow and succeed in the school. Each IEP will be unique for the student’s own disabilities and needs and reflect how this can be accomplished at a virtual school. The services that are provided will comply with federal, state, and local regulations. The policies that will be followed are as follows: *1) Non-discriminatory policy in terms of the eligibility, location, placement, and evaluation; 2) Free Appropriate Public Education (FAPE) will be enforced; 3) Individual Education Plans will be created to ensure student success; 4) Extended School Year (EYS) services will be provided for students showing regression needing extra time; 5) The Least Restrictive Environment will be enforced. Students will not be separated based on their disability but placed in settings that are appropriate for their growth, which may include supplemental services and aides; 6) Reports will be produced that comply with both Federal and State regulations*

Required Element A.8.5: Special Education Policy Assurance*See Attachment A.8.5*

Required Element A.8.6: RtI Referral Packet/Flowchart.....*See Attachment A.8.6*

Required Element A.8.7: Special EDU Continuum of Service Flowchart.....*See Attachment A.9.2*

SECTION A.9

RECORDS

SECTION A.9

Records

Required Element A.9.1: Pupil Records

The Director of the School will be responsible for maintaining records of pupils, and providing records of pupils to the school district(s) in which the School is located for inclusion in the automated system of accountability information for Nevada pursuant to *NRS 386.650*. All physical copies of the information will be kept in a secure office that can be locked. The office will have fireproof filing cabinets where the documents can be maintained. Storage of material for previous school years will be placed in a similar filing cabinet with the date for that year. The administration and trained staff members will be the only personnel to maintain these documents. If the charter is dissolved, the President of Governing Board will be responsible for the pupil records. All documents will be forwarded to the office of student records for the school district of residence of each student when the school has closed or when a student graduates from the school or withdraws.

Required Element A.9.2: Pupil Record Retention Policy *See Attachment A.9.2*

SECTION A.10

CAREER EDUCATION

SECTION A.10

Career Education

NAC 389.516 identifies a progression of courses within prescribed occupational areas that prepare a pupil for entry level employment within one of the occupational areas identified. At TEANV will not provide any of the prescribed courses, this section in its entirety does not apply to our curriculum and therefore not submitted.

SECTION B.1

GOVERNING BODY

SECTION B.1

Governing Body

Required Element B.1.1: Bylaws Letter from Counsel *See Attachment B.1.1*

Required Element B.1.2.: Bylaws *See Attachment B.1.2*

Required Element B.1.3: Bylaws Stipulations Identification *See Attachment B.1.3*

Required Element B.1.4: Governance Philosophy

The Education Academy of Nevada Board of Trustees derives its authority from the Nevada Revised statutes, NRS 386.549 and applicable charter school rules of the State Board of Education. The Board will focus its view toward governance with strategic, future-based, positive, prudent, and ambitious goals that will lead to the successes of all our students. The Board believes that:

It has an obligation to the charter and stakeholders. To acquire new skills and support learning of the members. Assess the Board's growth through annual evaluations. Lead the school through broad decision making that focuses on the school accomplishing its mission. Accept collective responsibility for excellence in governance. Continual monitoring of improvement to determine if we are meeting our goals and being successful. Seek input from various groups: staff, parents, students, community members, and alumni employees. Decision-making is focused on productivity and success to increase opportunities for improved learning. Decisions will be made by majority vote The Board will be involved in the more holistic and broad decisions for the charter. The Board will determine disputes amongst staff or parents in the educational setting. The Board will be responsible for hiring of administration and approval of hiring of staff. The Board will make budgetary decisions that relate to school-wide changes, such as changing computer systems or software, and using new companies. Any outside contracting will be handled by the Board. The Board will have approval of any change in the school's philosophy or mission.

The Board will be responsible for making sure that the school is accomplishing their mission with students. In order to determine if the school is meeting its goals, the Board will enact the following process:

Student testing data will be provided once a semester for review. School reports, such as grades, discipline, and attendance will be created once a semester for review. All ELL and Special Education students' data

will be monitored once a quarter for improvement. Surveys will be sent once a semester to the parents, community members, staff and students to evaluate school performance. Once data is collected the Board will have a Special meeting once a semester to make recommendations for change. At the end of the school year, the Board will meet to make changes that they feel necessary and determine if school is meeting goals. If school goals are not met, reorganization of the school, removal of key staff, or retraining are options that can be considered among others

The Board will also be responsible for determining the effectiveness of the Director. The Board will follow the following procedures:

Two Executive Committee Board members will visit the school site by three specific dates: October 1st, February 1st, and May 1st. During the visits the Board members will examine school documents, talk with staff, and monitor the Director's work. Surveys will be sent out prior to the visits to get community, staff, and parent input. The Director will be asked to appear before the board after each visit to discuss current progress. Trainings and mentors will be possible should the Board feel more improvement is necessary. At the end of the school year, the Board will meet with the Director to discuss the yearly evaluation. Should the Board deem it necessary, the Director can be let go and the position flown again.

Required Element B.1.5: Governance Structure and Composition

Pursuant to NRS 386.549, the governing body of the board must consist of the following: one member who is a teacher, or licensed personnel, one member who has been an administrator, one parent or legal guardian, and two members who possess knowledge and experience in either: accounting, financial services, law, or human resources. TEANV will also have 2-3 positions available for parents and community members to join. The board will consist of a Chairperson, Vice-Chairperson, Secretary, Treasurer and Members in good standing. Each officer shall have the position for one year. The board will use parliamentary procedures during meetings to make sure that order is kept and school business is accomplished. Those who are present at the annual organization meeting shall vote to fill the four officer positions. Any board member vacancy can be filled at any meeting as long as the other board members have been notified. The responsibilities for the positions are as follows.

Chairperson: Provide leadership for the board and ensure that the board and he/she follows all board policies and laws. The Chairperson shall preside at all board meetings. The following other duties are listed:

Determine agenda with assigned school administrator. Sign contracts and other instruments on behalf of the board. Appoint a member to act as Secretary when the Secretary is absent. Appoint board subcommittees and assign a chair person. Appoint members to represent the board with the district, government offices, and organizations. Select members of advisory committees to the Board. Present rosters of committees to the Board at the annual organization meeting to determine if continuation is desired or necessary. Cancel or reschedule board meetings for good cause. Direct the School administrator to call special or emergency meetings of the board. Maintain communication with the school coordinator

Vice-Chairperson: Have the powers and duties of the Chairperson during his absence or disability. Shall have such duties as assigned by the Board from time to time.

Secretary: Shall record the minutes of all organizational, board, public and special meetings. Procedures for recording the meetings are:

Record all votes by last name except when unanimous, it may be recorded as such. Record in minutes the full names of members and persons that appear at public meetings (persons in the audience do not need to be recorded). Record a brief description of the subject matter discussed. Record final decisions or any board action. Provide draft minutes for public inspection that are so labeled with appropriate timelines Make any corrections to the draft minutes that may be necessary following the board meeting where they will be reviewed and approved. Sign the final copy with approval from the board and send the original to the administrative school office for filing

Treasurer: Have the power to oversee the budgetary decisions on the board. Be responsible for monitoring school budget usage. Bring copies of the current budget to each meeting for approval. Head the finance committee of the board.

The board will have two committees that help to ensure that the school will be focused and achieving its goals. The board will be able to determine if the Director is completing his job appropriately and if the

school is educationally and operationally successful. The first committee will be the executive committee. The Chairperson, Vice-Chairperson, Secretary, and Treasurer will form this committee. The committee will be used to make executive decisions in regards to the school. Decisions that will be looked at are current mission, philosophy, and are school goals and objectives being met. These decisions will be brought to the full board for discussion and final approval. The committee will act as the liaison between the school and the board. This committee will be the first to see school reports that will be provided by the Director. The committee will be responsible for the Director evaluation by following the procedures listed in **B.1.4**. The Second committee will be the Finance Committee. The Treasurer and two members in good standing will run this committee. The committee will control the budgetary needs for the school. The committee will allocate appropriate finances to each line item; report to the board any discrepancies in the budget, work with the Director to make sure that the resources are appropriately allocated, and report to the board with updated drafts each month of how much is left.

Required Element B.1.6: Increasing Board Capacity

TEANV's Board will increase in capacity as the school begins to grow. Each 1000 new students will add a new board member. The first priority will always to recruit those members that relate to NRS 386.594. If we are lacking for teachers, administrators, or members with experience in human resources, accounting, etc., these positions will be filled first. Next would be to look at the dynamic of the board and make sure that there are equal parts from parents, community members, and staff. We would also take into consideration whether the board was diverse enough. The final priority would be based on education and understanding of school settings. Once a member has been selected then the following orientation would take place prior to the first board meeting:

A copy of the school's charter and recent board meeting's minutes. Explanation of pertinent statutory matters regarding Board authority to supervise and manage funding. Explanation of pertinent board policies. Explanation of the roles and responsibilities of the Board, Board officers, School administrator, and advisors. Explanation of budget and insurance provisions and other resources and materials the Board deems necessary.

An important goal for the Board is to receive appropriate training and growth. Both new and current members will adhere to the following schedule improve on their skill sets and be a benefit for the charter:

Date	Training
Aug. – Sept.	Infinite Campus* Infinite Campus Update Odyssey* Odyssey Update Aventa* Aventa Update Parliamentary Procedures*
Oct. – Nov.	Differentiation in the Classroom Marzano’s Grading in the Classroom Evaluating Staff* Reading School Reports*
Dec. – Feb.	New Virtual Technology Mastery Learning- What is it? Blended Learning- How does it work?
March – May	Increasing Community Involvement Increasing Parent Involvement Avid Determining Results*

*Classes indicated with * are for new board members*

Required Element B.1.7: Recruitment of Board Members

When the governing board needs to recruit new members the following procedures will take place: The Board will create the position and when the submission for the application will be due. The current position will be posted on the school website, Internet, and social media. The focus will be to reach out to as many parents, staff, and community members as possible. When appropriate, the position will be posted to professional charter and educational associations. The applicant will submit the completed application along with biographical information, a resume, and a certified background check.

As we have stipulated in the bylaws and other sections, the board shall represent a diversity of the community the school proposed to serve. The board shall be free from domination by member of the same religious, ethnic, or racial group if that group fails to represent the community of the school, and it will not have parties related by birth or marriage.

SECTION B.2

COMPOSITION OF THE COMMITTEE TO FORM THE SCHOOL

SECTION B.2

Composition of the Committee to Form the School

Required Element B.2.1: Committee Member Names, Resumes See Attachment B.2.1

Required Element B.2.2: Committee Members' Response to Questionnaire.. See Attachment B.2.2

Required Element B.2.3: Members' Association with Other Charter Schools

No member of the Committee to Form the School has an ownership interest in the facility the School will lease. No member of the Committee to Form the School has an association or affiliation, or has had an association or affiliation, with any other charter school in this state or in another state.

Required Element B.2.4: Assurances..... See Attachment B.2.4

SECTION B.3

MANAGEMENT AND OPERATION GUIDELINES

SECTION B.3

Management and Operation Guidelines

Required Element B.3.1: Organizational Structure

TEANV will focus on efficiency and effectiveness so as to not waste manpower. We will have a tight organizational structure that will have administrators, teachers, and staff engaging in many responsibilities. Since the school will open with 1000 virtual students, fewer administrative staff and teachers will be needed. The school will be comprised of a Director, Assistant Director, Registrar, Special Education Coordinator, Office Manager, and an administrative assistant. The administrative staff will be responsible for school reporting, personnel decisions, budgeting, financial management, legal compliance, community building, leading the community and supervision of teachers and extra-curricular activities. Teachers will be responsible for instruction and implementing the Odyssey curriculum. The administration will also use Infinite Campus to determine teaching assignments, maintain transcripts and grades, attendance, discipline, etc.

The Director, working with Odyssey and Infinite Campus, will be responsible for instructional leadership. The Director will be responsible for knowing both systems and helping train staff and teachers on how to use both.

The Assistant Director will work closely with the Director to support the day-to-day management of the school. The Assistant Director will help to maintain communications with the staff and help to delegate responsibilities.

The Registrar will work directly with the Director to maintain all of the students' demographic information and compliance with grades and test scores. The Registrar will work with parents and other schools to maintain appropriate records and help to enroll students in the school setting.

The Special Education Coordinator will support the Director in maintaining compliance for all Special Education related services. The Coordinator will work with Independent Contractors to test students. The coordinator will also work with staff and parents to make sure that the IEP is being followed accordingly. The school will contract out independently for resources or materials that might be needed. Decisions made will be through committees formed with teachers, parents, community members, and Board members. Management positions will be added as needed.

Required Element B.3.2: Key Management Positions Responsibilities

The following are positions that the school will look to fill after approval:

Director: The director will be head of the school and monitor all functions of the school with respect to management. He/she will work closely with Infinite Campus and Odyssey building relations; working with community and parents to enhance the school; manage budgetary concerns; supervise administrators and staff; complete assessments and reporting; provide professional development and training; and further the vision, mission, and objectives of the school.

Assistant Director: Support the Director in any assigned responsibilities as required by the Director.

Office Manager: Organize and monitor all administrative assistants on staff and help support the Director in the day-to-day school governance. Work closely with the Director to maintain organized files, set-up conferences, answer phone calls, and be liaison for issues and concerns among the assistants.

Administrative Assistant: Support the assistant director in the same clerical capacity as the office manager does for the Director. Support the assistant director in the day-to-day school governance.

Registrar: Maintain all grades, transcripts, and personal information of the students. Work with the Administration to maintain appropriate accounting and reporting of all students' tests, grades, and demographic information.

Special Education Coordinator: A full-time staff member who will maintain records and hold IEP meetings for Special Education Students. Meet with parents, schedule testing, provide teachers with the students' IEP requirements, and monitor to make sure that the IEP is being followed.

Teachers: Both part-time and full-time staff will be responsible for the instruction of students, monitoring progress, reporting of grades, and working in tandem with Odyssey and Infinite Campus.

Independent Contractors: Contractors that we currently foresee will be: legal counsel, resource providers, technology providers, counseling, and accounting/auditing.

Committees: Currently we foresee needing the following committees: Leadership Committee, Finance Committee (as outlined by the Bylaws) and Executive Committee (as outlined by the Bylaws).

Required Element B.3.3: Organizational Chart*See Attachment B.3.3*

Required Element B.3.4: How Laws Carry Out

TEANV will carry out provisions of NRS 386.500 to NRS 386.610 by providing a copy to each board member, administrator, teacher, and staff member. They will be asked to sign documentation that they have received and understand the regulations. The Director and Board will work with legal counsel should there be an issue with noncompliance of one of the statutes. Action to correct the compliance issue will take place immediately. Board member selection process and the Bylaws address conflict of interest concerns. The Bylaws also describe the selection process for the Board since they will be governing the entire school process and have a great impact on student, teacher, and administrative success.

The importance of students’ interests and achievement is pivotal for our school. The Director will meet weekly with staff to monitor whether the teachers are truly putting the students’ interest and achievement first. Teachers will also be expected to differentiate lessons to allow for the students’ interests and achievements to flourish and grow. Both formal and informal evaluations of each instructor will be made to determine whether the classroom is running efficiently and optimally. Reports will be run to make sure that the teachers are meeting their professional expectations. Parents and community members will have access to the classroom whenever they wish. All teachers, parents, and students will have the opportunity to be involved in the school process through committees and surveys. These processes will allow for maintaining accountability and transparency in all the operations. Should there be questions about an issue, the school will ask for help from the Board and the Committees. If the Board is not able to provide

answers, then the school will look into outside resources for help. The school will also continue to cooperate fully with the Nevada Department of Education and other schools in the area.

Required Element B.3.5: Dispute Resolution

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

Required Element B.3.6: Kind of School

TEANV will start instruction incorporating grades 6th -12th. The school will add grades K – 5th in the following years as appropriate to the demand and educational needs of the community.

Required Element B.3.7: Lottery Description..... See Attachment B.3.74

Required Element B.3.8: Outside Help with Application

TEANV has used members from the committee to form to create the Charter application. We have not sought outside help in this process.

Required Element B.3.9:

Pursuant to *NAC 386.353 subsections 1(a) and 8(a)*, the School has requested to limit enrollment to 1000 students across grades 6 - 12 during its first year of operation. The School will submit an application to limit enrollment to the Superintendent of Public Instruction.

SECTION B.3.1

**School/Model Replication; Educational Management
Organization (EMO), Charter Management Organization**

SECTION B.3.1

School Model Replication

TEANV will not attempt to replicate any other charter school nor employ, contract with or use in any way an EMO, CMO or ESP. The Administration and Board of TEANV will operate the school independently and make all decisions regarding all aspects of the operation of the Academy. This section in its entirety does not apply to TEANV and therefore not submitted.

SECTION B.3.2

DISTANCE EDUCATION

SECTION B.3.2

Distance Education

Required Element B.3.2.1: Distance Education Special Education Services

In addition to the information provided in the distance education application, we need to expand on the services that will be provided for special services and ELL. For those students who have special needs, the parents will inform us on the application that has been attached. Then the Director will meet with the parents to discuss what the current IEP has in place. The Director will ask for a copy of the goals and modifications to take to the Special Education Coordinator. If there are accommodations that cannot be handled by our school, the Director will work with the parents to determine if online education will work. Once the accommodations have been looked over, the Special Education Coordinator will set-up an IEP meeting with the parents, student and teacher to finalize the accommodations for the student. Once enrolled the following procedures will take place:

1. Active monitoring and following of accommodations by the teacher
2. Continual communication weekly with parents by the teacher
3. Differentiated Instruction put in place in the classroom setting
4. Monitoring and Feedback provided by the parents through Odyssey
5. Monitoring and Feedback provided by the Special Education Coordinator
6. Weekly meetings to determine if the accommodations are appropriate and functioning
7. Challenging material presented to keep the student improving on skills
8. Real-World experiences will be offered
9. Tutorial Sessions for extra one-on-one time
10. Continual Communication with the other district or school in regards to current progress.
11. Should a student not be identified yet, RTI process will take place

12. The ELL students that are in other districts will also be able to take advantage of the same opportunities. Students and parents will follow the application method as listed above. If the student is already tested, then the student will use the following procedures:
 1. All of the processes 1-11 above
 2. ELL coursework combined with their English courses
 3. Parents will have the opportunity to take the course as well
 4. Access to bilingual dictionaries, programs, and resources
 5. Extra practice time for speaking the language with instructor via Skype

Required Element B.3.2.1: Distance Education Parent Teacher Conferences

As mentioned in the Education Academy's mission and objectives, familial support is a pivotal role in the school. The parents of our distance education learners need just as much access as other parents. Beyond what is detailed in the distance education application, the following procedures will be followed to increase access for parents:

1. Parents will have access to monitor and follow progress of students in Odyssey.
2. The parents will schedule a time to meet with the teacher via email.
3. The parents and teacher will communicate through video conferencing and Skype.
4. All relevant information must be present at the meeting: grades, attendance, and behavior and a copy sent via email prior to the conference.
5. Teachers must communicate weekly with parents before and after the conference.
6. Any administration that the parents request will be in attendance.
7. Should the conference not meet the parents needs then concerns after the conference will be sent to the Director via email.
8. The Director will meet via video conferencing with parents to discuss the concerns/issues.
9. Parents who do not have computer access or conferencing ability will be given monies to afford the program and a computer as part of enrollment.
10. For those parents that wish it, face-to-face conferences can be arranged.

SECTION B.4

STAFFING AND HUMAN RESOURCES

SECTION B.4

Staffing and Human Resources

Required Element B.4.1: Staffing Plan

As was discussed in B.3.1, the staffing needs for the first year are: Director, Assistant Director, Office Manager, Administrative Assistant, Registrar, Special Education Coordinator and Teachers. After approval, the Board will take on the matter of the positions of Legal Counsel and accounting, and whether or not to contract these services or have them in-house. This staff will include full-time and part-time help. The administrative positions and the teaching staff will be full-time. Any substitutes that are required will also be part-time positions. We do plan on using parent and community volunteers to help run the main office.

Our school will target 1000 students year one, so we will hire staff on a 1:50 ratio of teacher to student. This will allow us to hire 20 teachers in the first year. As the school grows, we will hire more staff on this continued ratio. The qualifications for hiring staff will be more developed in section 3.4.8.

We will not be using an EMO so we will hire 100% of our staff. To make sure that the staff remains focused and wanting to stay many incentives will be offered. The school is budgeting for classroom resources and professional development. Teachers will be invited to trainings, field trips, and other activities. The trainings will be in professional development, classroom management, organization, and up and coming new software. Awards will be given out for teachers' hard work and support.

For non-certified personnel, the school will look at what experience they have, whether this be in business or education. Those that are deemed qualified based on similar experiences but not necessarily in education will receive the same professional development that other staff receives. The skills that we will require are based on the position and must match the focus and expectations for that position. Through our strong sense of pride and dedication and our attention to school environment, we believe that educators and staff will enjoy their experience and want to continue to grow with the school.

Required Element B.4.2: Employment Contract Negotiation

The Education Academy Board will always comply with NRS 386.595. Beyond these requirements, the following process shall be used to negotiate contracts:

Contracts will be created on a yearly basis. Contracts will stipulate all rules and requirements for the school personnel. Contracts must be handed out by May 1st of the previous school year and signed and acknowledged by May 15th for the following school year. The Board will keep a copy of all Contracts that are signed, as well as, the Director. Signed contracts will be held in the teachers personnel file. Teachers wishing to return to the district, who are on a leave of absence, must inform the Director and before by April 15th prior to signing a contract. Should a staff member have concern with a contract, a request will be put in to meet with the Board. At the Board Meeting, discussion will be held and an agreement will be made. Corrections to the contract can be applied. Should the meeting not come up with a resolution, a meeting will be scheduled with legal counsel to arbitrate. Legal counsel will have final say on the resolution. Once arbitration is complete, the staff member will have 15 days to agree to sign or decline the contract.

Required Element B.4.3: Instructor Qualifications

All teachers hired by Education Academy must meet the requirements set forth in NRS 386.590.

Required Element B.4.4: Teacher Evaluations

TEANV will follow the procedures set for by NRS 391.3125.

Required Element B.4.5: Administrator Information

The position of School Director has not been filled at this time.

Required Element B.4.6: Administrator Position Description

Roles and Responsibilities:

Work with the Board to develop a plan to institute and grow Education Academy from a 6-12 to a K-12 charter school. Responsibilities include, but are not limited to:

School Development

Recruit and select a team of teachers and support staff. Ensure strategic management of the middle school. Annual school review, including analysis of student achievement data. Annual school development plan consistent with the school's charter contract. Regular reporting to the Head of School and Board of Trustees;

Utilize ethical and motivational leadership appropriate to the cultural and political context in which the school operates. Develop and implement school policies. Build professional internal and external relations with the board, donors and local community demonstrating the school is well managed and in legal compliance with the charter contract.

Learning and Teaching

Ensure high levels of achievement and learning through rigorous and engaging classes. Build a shared vision among all teachers of skillful instruction. Lead the on-going improvement of teaching through a variety of strategies, including: Lesson observations; Regular use of data; Collaborative planning and inquiry; Regular program of training; Coaching and mentoring; Systematically use formative assessment data to guide learning support and drive instruction, curriculum, and professional development; Lead the development of a curriculum that is aligned with the Common Core Standards and is rich and engaging; Create a tiered program of responsive support in English and Math for students who are below expected levels in these subjects; Build strong and responsive special education programming to ensure success in school for students with special needs, including compliance with special education laws; Collaborate with the leadership team to create extended school day activities.

Qualifications:

Understanding of and commitment to the mission, goals, educational philosophy and program of TEANV as described in the school's charter; Bachelor's Degree required; Master's Degree preferred; Strong classroom experience; Experienced school leader or teacher tracked towards school leadership preferred; Great at problem-solving; Versed in online and virtual learning; Exemplary communication skills
Ability to establish/maintain effective relationships with faculty, staff, and parents.

Required Element B.4.7: Employing Administrators

The Board will create a position/s for any administrative opening. The Board will post these openings on the school webpage, state and national education sites, and various other databases. The applicant must complete an application and turn it into the Board. The application must include a resume, three professional references, all school transcripts, and a copy of a current license; should the license be from out of state, the

applicant will be required to apply for the appropriate state license. An informal 30-minute interview will take place via phone or Internet to narrow down the candidates. Two Board members will conduct this interview. The Board members will select two to three candidates to continue after verifying references. Once the field is narrowed, a lengthier and more in-depth face-to-face interview will take place. Two Board members, one parent, and one community member will conduct this interview. The interview questions will be the same for all candidates to provide equal opportunity for each candidate to answer the same questions. Following this interview, a candidate may be selected and offered employment. Should a candidate not be selected then the Board will repost the opening and save the applicants information.

Required Element B.4.8: Employing Instructors/Others

The Board will create a position/s for any teaching or staff positions. The Administrator will post these openings on the school webpage, state and national education sites, and various other databases. The applicant must complete an application and turn it into the Administrator. Teaching positions must include a resume, three professional references, all school transcripts, and a copy of a current license. Should the license be from out of state, the applicant will be required to apply for the appropriate state license. Following the application submission, the Director will verify references and determine which candidates need to be interviewed. Once the field is narrowed, an interview will take place either through phone, Internet, or in person. The Director and Assistant Director will conduct this interview. The Department Chair of the selected teaching position will be invited to the interview. The interview questions will be the same for all candidates to provide equal opportunity for each candidate to answer the same questions. Following this interview, a candidate may be selected and offered employment. Should a candidate not be selected, the Administrator will repost the opening and save the applicants information. The Administrator may go back to the original pool as well. The Administration will notify the Board of the hire at the next board meeting. The Board reserves the right to override the Administration on matters of hiring.

Required Element B.4.9: Licensed and Non-Licensed Staff

The names, license numbers and proposed assignments of each licensed and/or non-licensed staff members are not determined at this time.

SECTION C.1

BUDGET

SECTION C.1

Budget

Required Element C.1.1: Budget..... *See Attachment C.1.1*

Required Element C.1.2: Budget Narrative *See Attachment C.1.2*

Required Element C.1.3: Cash Flow Statement..... *See Attachment C.1.3*

Required Element C.1.4: Chart of Accounts Assurance

As prescribed by the State of Nevada Department of Education, TEANV will use the Chart of Accounts, Nevada Common Elements for Accounting and Reporting K-12 Educational Finances.

Required Element C.1.5: Pre-Opening Budget..... *See Attachment C.1.5*

Required Element C.1.6: Contingency Plan for Financial Challenge

TEANV is expecting and making all necessary plans to open with 1000 students. In the event that the predicted number is not attained, the minimum number of students to be able to operate is 300. We feel that this is a very reachable goal based on the expansion in enrollments of other distance education schools already in operation. Financial challenges can hamstring a schools operation and must be addressed in a conclusive manner TEANV’s contingencies for budget shortfalls, lower enrollment, reductions in state funding, etc..., include a reduction in the number of administrative and teaching positions, a reduction in administrative salaries, and a reduction in the variable costs directly related to lower student enrollment. At no time will the school lower its standards based on costs and not maintain the same educational goals it is founded on. Fewer students or budget reductions do not equal a reduction in the quality education TEANV will strive for. TEANV’s Board plans to submit a written request to the Superintendent of Public Instruction to receive, in the first year of operation of the School, an apportionment 30 days before the apportionment is required to be made pursuant to *NRS 387.124*.

SECTION C.2

FINANCIAL MANAGEMENT

SECTION C.2
FINANCIAL MANAGEMENT

Required Element C.2.1: Financial Responsibility

Mark Dubach, who serves on the Committee to Form has more than 20 years of experience as a controller, will act as the contact person for handling all financial liabilities. Mark will transition to the Governing Board after approval of the schools charter, and along with the other board members will ensure remaining funds are returned to the appropriate funding source(s).

Required Element C.2.2: Closing Procedures

In the event of the need for the school to close, the Governing Board's Executive Committee will work pursuant to *NAC 386.335, 386.342, and 386.360* to ensure all applicable regulations are met.

Required Element C.2.3: Audit Firm

Coffey & Rader, CPA, 6625 West Sahara Ave, Las Vegas, NV will be the firm retained by TEANV to perform the annual audit pursuant to *NAC 387.775*

Required Element C.2.4: Nevada Bank

TEANV has chosen Nevada State Bank as the financial institution that will hold the schools deposits. As Nevada's oldest and largest state chartered bank, TEANV feels that Nevada State Bank commits to the same goals and ideals as does the school. All deposits are FDIC insured.

Required Element C.2.5: Fees, Charges

As a state-sponsored Nevada Charter School, TEANV will act like other public schools and provide all curriculum and education free of any charges or/or fees. In addition, TEANV will provide most, if not all of the various materials needed by a student during the course of the year. A laptop computer and printer/copier/scanner will be provided to each student. These computers and peripherals will be set up and supported by TEANV. Additionally, a one hundred dollar (\$100) per semester stipend for internet connectivity/costs will be provided to each student. Each student will receive a one hundred dollar (\$100) per semester stipend for outside activities; for example to pay for a gym membership to complete the physical education requirement, or to purchase paints and brushes for an art class.

Required Element C.2.6: Person to Draw Orders for Payment of Schools Money

Matthew Jackson, 6705 Divers Loons St. North Las Vegas, NV 89084. Home: 702-631-0385 Cell: 702-334-9223mwj221975@yahoo.com will be the authorized member of the executive board to draw orders for payment of the schools money

Required Element C.2.7: Minimum Number of Enrolled Pupils Required

As described in required element C.1.6, the minimum required number of students to be enrolled for the school to be viable is 300

SECTION C.3

FACILITIES

SECTION C.3

Facilities

Required Element C.3.1: Facilities Guidelines

As pertains to facilities, pursuant to NAC 386.140 [4], the following responses are provided:

- A. TEANV will be a Distance Education school. There is no need for a brick and mortar school building. The school will be housed in a suitable commercial-type facility, somewhere on the west side of Las Vegas. Additionally, the school plans to open a second office, on the east side of the valley, serving the ELL population in a more convenient location. This location will be named The Education Academy of Nevada Centro Latino. Both locations will be administration and support, and have adequate facilities for teachers to work out of if they chose to do so. At this point, the exact locations have not been chosen. This will be one of the first tasks completed after receiving charter approval. The personnel hiring process will also begin after charter approval. Equipment and facilities costs will be totaled after charter approval, but computers and office furniture will make up the bulk of the cost.
- B. TEANV submits the following for a facilities, personnel and equipment plan of action:
1. Existing locations will be remodeled to meet the needs of the school
 2. Facility, personnel and equipment acquisition will follow the following schedule:

October 2013	Begin facility search – Creating Personnel Job Descriptions – Researching Computer providers – Research Marketing Providers
November 2013	Begin Director search upon charter approval – continue facility search – research grants
December 2013	Advertise for Director – Begin grant writing – Begin Marketing
January 2014	Hire Director – Continue marketing
February 2014	Begin Personnel search – submit grant – Continue Marketing
March 2014	Hire Assistant Director – Determine Student computer provider
April 2014	Rent Facility – Begin researching office equipment provider – Begin teacher and other administrative personnel search
May 2014	Hire Admin Assistant – Open enrollment window – Purchase office equipment – Begin hiring and training of teachers – move into facility

June 2014	Continue marketing and enrollment – hire and train additional staff – Begin to hold open house for potential students and their parents
July/August 2014	Finalize facility preparation for school opening – Finalize staff and teachers – Implement student management system – Onsite training from curriculum provider

C. TEANV’s anticipated opening day is August 25th, 2014

D. The following equipment will be acquired: fifteen (15) computers and software for administration and teachers. One (1) internal server for records and administration. One (1) conference table and chairs. Two (2) color/b&w copiers and two (2) laser printers. One (1) lockable, fireproof filing cabinet for student records. Various other items of office furniture, such as chairs, lamps, filing cabinets, etc. will be acquired as needed.

E. See attachment C.3.2

F. Acceptance of the application of the charter school by the sponsor is understood by the committee to form for the purpose of obtaining a facility, personnel and equipment.

SECTION C.4

TRANSPORTATION, HEALTH SERVICES AND EMERGENCY SERVICES

SECTION C.4

Transportation, Health Services and Emergency Services

Required Element C.4.1: Transportation

TEANV will be a distance education, online school. As there is no brick and mortar school building, there will be no transportation services provided.

Required Element C.4.2: Health Services

TEANV will not be providing any health services to the student population. As in C.4.1., as a online school, students will not be in a school building, therefore there is no need for health services. Employees of the school will be offered optional health insurance programs.

Required Element C.4.3: Immunization Records

As per NRS 392.435, TEANV will require the parents of students enrolled to provide up to date immunization records. Each year, immunization records must be updated. All records will be kept both physically and electronically at the school's office.

Required Element C.4.4: Emergency Drills *See Attachment C.4.4*

Required Element C.4.5: Emergency Management Plan..... *See Attachment C.4.5*

ATTACHMENT A.3.2

SCHEDULE OF COURSES

Attachment A.3.2

Schedule of Courses:

Grade	Course Category	Course Name	Credits
6	Language Arts	Language Arts 6	0.5
6	Language Arts	Language Arts 6	0.5
6	Math	Math 6	0.5
6	Math	Math 6	0.5
6	Social Studies	Social Studies 6	0.5
6	Social Studies	Social Studies 6	0.5
6	Science	Science 6	0.5
6	Science	Science 6	0.5
6	Health and Fitness	Physical Education 6	0.5
6	Health and Fitness	Health 6	0.5

Grade	Course Category	Course Name	Credits
7	Language Arts	Language Arts 7	0.5
7	Language Arts	Language Arts 7	0.5
7	Math	Math 7	0.5
7	Math	Math 7	0.5
7	Social Studies	Social Studies 7	0.5
7	Social Studies	Social Studies 7	0.5
7	Science	Science 7	0.5
7	Science	Science 7	0.5
7	Health and Fitness	Physical Education 7	0.5
7	Health and Fitness	Health 7	0.5

Grade	Course Category	Course Name	Credits
8	Language Arts	Language Arts 8	0.5
8	Language Arts	Language Arts 8	0.5
8	Math	Math 8	0.5
8	Math	Math 8	0.5
8	Social Studies	Social Studies 8	0.5
8	Social Studies	Social Studies 8	0.5
8	Science	Science 8	0.5
8	Science	Science 8	0.5
8	Health and Fitness	Physical Education 8	0.5
8	Health and Fitness	Health 8	0.5

Elective and Substitute Courses

Grade	Course Category	Course Name	Credits
6-8	Fine Arts	Art	0.5
6-8	Fine Arts	Music	0.5
7-8	Fine Arts	Digital Photography	0.5
7-8	Fine Arts	Computer Fundamentals	1.0
7-8	Fine Arts	Web Design	0.5
6-8	World Languages	World Language Survey	0.5
7-8	World Languages	Spanish I, II	1.0
7-8	World Languages	French I, II	1.0
8	Fine Arts	Career Explorations	0.5
8	Language Arts	Grammar and Composition	1.0
8	Math	Algebra I Foundations	1.0
8	Social Studies	Geography Foundations	1.0
8	Science	Physical Science Foundations	1.0

Grade	Course Category	Course Name	Credits
9	Language Arts	English I	0.5
9	Language Arts	English I	0.5
9	Math	Algebra I	0.5
9	Math	Algebra I	0.5
9	Social Studies	World History	0.5
9	Social Studies	World History	0.5
9	Science	Biology	0.5
9	Science	Biology	0.5
9	Health and Fitness	Health	0.5

Grade	Course Category	Course Name	Credits
10	Language Arts	English II	0.5
10	Language Arts	English II	0.5
10	Math	Geometry	0.5
10	Math	Geometry	0.5
10	Social Studies	US History I	0.5
10	Social Studies	US History I	0.5
10	Science	Physical Science	0.5
10	Science	Physical Science	0.5

Grade	Course Category	Course Name	Credits
11	Language Arts	English III	0.5
11	Language Arts	English III	0.5
11	Math	Algebra II	0.5
11	Math	Algebra II	0.5
11	Social Studies	US History II	0.5
11	Social Studies	US History II	0.5
11	Science	Chemistry	0.5
11	Science	Chemistry	0.5

Grade	Course Category	Course Name	Credits
12	Language Arts	English IV	0.5
12	Language Arts	English IV	0.5
12	Math	Trigonometry	0.5
12	Math	Pre-Calculus	0.5
12	Social Studies	US Government	0.5
12	Social Studies	US Government	0.5
12	Science	Physics	0.5
12	Science	Physics	0.5

Elective and Substitute Courses:

Grade	Course Category	Course Name	Credits
9-12	Social Studies	World Geography	1.0
9-12	Elective	Personal Fitness	0.5
9-12	Elective	Health and Medicine	0.5
9-12	Elective	Media Studies	0.5
9-12	Elective	Art History	0.5
9-12	Elective	Space Exploration	0.5
9-12	Elective	Renewable Energy	0.5
9-12	Elective	Marine Biology	0.5
9-12	Elective	Paleontology	0.5
11-12	Social Studies	Economics	0.5
11-12	Science	Earth/Space Science	1.0
9-12	Math	Advanced/AP Beginning Algebra	1.0
11-12	Math	Advanced/AP Trigonometry	1.0
11-12	Math	Advanced/AP Pre-Calculus	1.0
12	Math	Advanced/AP Calculus	1.0
12	Math	Advanced/AP College Algebra	1.0
11-12	Math	Advanced/AP Intermediate Algebra	1.0
11-12	Science	Advanced/AP Biology	1.0
11-12	Science	Advanced/AP Physics	1.0
11-12	Social Studies	Advanced/AP Government	1.0
11-12	Social Studies	Advanced/AP Macroeconomics	1.0
11-12	Social Studies	Advanced/AP Microeconomics	1.0
9-12	Elective	Advanced/AP Public Speaking	1.0

ATTACHMENT A.3.3

COURSE DESCRIPTIONS AND ALIGNMENT WITH STANDARDS

Attachment A.3.3

Schedule of Courses:

Compass Learning Approved Course Listing

Approval valid until 9/1/2015

Course	Vendor #	Grade
Odyssey Math K		K
Odyssey Reading/Language Arts K		K
Odyssey Math 1		1
Odyssey Reading/Language Arts 1		1
Odyssey Math 2		2
Odyssey Reading/Language Arts 2		2
Odyssey Math 3		3
Odyssey Reading/Language Arts 3		3
Odyssey Math 4		4
Odyssey Reading/Language Arts 4		4
Odyssey Math 5		5
Odyssey Reading/Language Arts 5		5
Odyssey English 6		6
Odyssey Math 6		6
Odyssey English 7		7
Odyssey Math 7		7
Odyssey English 8		8
Odyssey Math 8		8
Odyssey Pre-Algebra (Honors Algebra)		8
Odyssey English I		9
Odyssey English II		10
Odyssey English III		11
Odyssey English IV		12
Odyssey Advanced/AP Calculus		8-12
Odyssey Algebra I		8-12
Odyssey Earth/Space Science (Geoscience)		8-12
Odyssey Health		8-12
Odyssey Physical Science		8-12
Odyssey U.S. History I		8-12
Odyssey Advanced/AP American Government		9-12
Odyssey Advanced/AP Beginning Algebra		9-12
Odyssey Advanced/AP Biology		9-12
Odyssey Advanced/AP College Algebra		9-12
Odyssey Advanced/AP Intermediate Algebra		9-12
Odyssey Advanced/AP Macroeconomics		9-12
Odyssey Advanced/AP Microeconomics		9-12
Odyssey Advanced/AP Physics I		9-12
Odyssey Advanced/AP Pre-Calculus		9-12
Odyssey Advanced/AP Public Speaking		9-12

Compass Learning Approved Course Listing

Approval valid until 9/1/2015

Course	Vendor #	Grade
Odyssey Advanced/AP Trigonometry		9-12
Odyssey Algebra II		9-12
Odyssey Biology		9-12
Odyssey Chemistry		9-12
Odyssey Earth/Space Science		9-12
Odyssey Economics with Personal Finance		9-12
Odyssey Geometry		9-12
Odyssey Health		9-12
Odyssey Physics		9-12
Odyssey Pre-Calculus		9-12
Odyssey Trigonometry		9-12
Odyssey U.S. Government		9-12
Odyssey U.S. History II		9-12
Odyssey World Geography		9-12
Odyssey World Geography		9-12
Odyssey World History		9-12

Aventa Approved Course List

Approval valid until 11/1/2013

Course	Vendor #	Grade
Language Arts 6		6
Language Arts 7		7
Language Arts 8		8
Math 6		6
Math 7		7
Math 8		8
Science 6		6
Science 7		7
Science 8		8
Social Studies 6		6
Social Studies 7		7
Social Studies 8		8
Art 6		6
Art 7		7
Art 8		8
Career Explorations		8
Health 6		6
Health 7		7
Health 8		8
Music 6		6
Music 7		7
Music 8		8
Physical Education 6		6
Physical Education 7		7
Physical Education 8		8
World Language Survey		6 to 8

Aventa Approved Course List

Approval valid until 11/1/2013

Course	Vendor #	Grade
AP Art History		11 to 12
AP Biology		11 to 12
AP Calculus AB		11 to 12
AP Calculus BC		11 to 12
AP Chemistry		11 to 12
AP Computer Science A		11 to 12
AP English Language		11 to 12
AP English Literature		11 to 12
AP Environmental Science		11 to 12
AP European History		11 to 12
AP French Language		11 to 12
AP Macroeconomics		11 to 12
AP Microeconomics		11 to 12
AP Physics B		11 to 12
AP Psychology		11 to 12
AP Spanish Language		11 to 12
AP Statistics		11 to 12
AP US Government		11 to 12
AP US History		11 to 12
AP World History		11 to 12
Pre-Algebra		9 to 12
Algebra I		9 to 12
Algebra II		9 to 12
Geometry		9 to 12
Consumer Math		9 to 12
Trigonometry		9 to 12
Pre-Calculus		9 to 12
Calculus		9 to 12
Integrated Math		9 to 12

Aventa Approved Course List

Approval valid until 11/1/2013

Course	Vendor #	Grade
Grammar & Composition		8 to 12
English I		9 to 12
English II		9 to 12
English III		9 to 12
English IV		9 to 12
Creative Writing		9 to 12
Journalism		9 to 12
Art Appreciation		9 to 12
Flash Animation		9 to 12
Digital Photography		7 to 12
Digital Video Production		9 to 12
Music Appreciation		9 to 12
Computer Fundamentals		7 to 12
Game Design		9 to 12
Web Design		7 to 12
Java Programming		9 to 12
Programming II (VB Net)		9 to 12
Psychology		9 to 12
Sociology		9 to 12
Geography		9 to 12
World History		9 to 12
American History		9 to 12
American Government		9 to 12
Civics		9 to 12
Economics		9 to 12
Accounting		9 to 12

Aventa Approved Course List

Approval valid until 11/1/2013

Course	Vendor #	Grade
Physical Education		9 to 12
Health		9 to 12
Nutrition & Wellness		9 to 12
Career Planning		9 to 12
Driver's Education		9 to 12
Personal Finance		9 to 12
Life Skills		9 to 12
Physical Science		9 to 12
Earth Science		9 to 12
Biology		9 to 12
Chemistry		9 to 12
Physics		9 to 12
Environmental Science		9 to 12

Aventa Approved Course List

Approval valid until 11/1/2013

Course	Vendor #	Grade
Intro to World Languages		7 to 12
Spanish I		7 to 12
Spanish II		7 to 12
Spanish III		9 to 12
Spanish IV		9 to 12
French I		7 to 12
French II		7 to 12
French III		9 to 12
French IV		9 to 12
German I		9 to 12
German II		9 to 12
German III		9 to 12
German IV		9 to 12
Japanese I		9 to 12
Japanese II		9 to 12
Mandarin Chinese I		9 to 12
Mandarin Chinese II		9 to 12
Latin I		9 to 12
Latin II		9 to 12
Algebra I Foundations		8 to 12
American History Foundations		9 to 12
Biology Foundations		9 to 12
Earth Science Foundations		9 to 12
English I Foundations		9 to 12
English II Foundations		9 to 12
English III Foundations		9 to 12
English IV Foundations		9 to 12
English I Credit Recovery		9 to 12
English II Credit Recovery		9 to 12
English III Credit Recovery		9 to 12
English IV Credit Recovery		9 to 12
Geography Foundations		8 to 12
Geometry Foundations		9 to 12

Aventa Approved Course List

Approval valid until 11/1/2013

Course	Vendor #	Grade
Health Foundations		9 to 12
Physical Science Foundations		8 to 12
World History Foundations		9 to 12
Algebra I Credit Recovery		8 to 12
Algebra II Credit Recovery		9 to 12
Geometry Credit Recovery		9 to 12
Biology Credit Recovery		9 to 12
Earth Science Credit Recovery		9 to 12
Physical Science Credit Recovery		8 to 12
American History Credit Recovery		9 to 12
American Government Credit Recovery		9 to 12
Geography Credit Recovery		8 to 12
World History Credit Recovery		9 to 12
Health Credit Recovery		9 to 12
Physical Education Credit Recovery		9 to 12
Spanish I Credit Recovery		7 to 12

ATTACHMENT A.3.4

TYPICAL DAILY SCHEDULE

Attachment A.3.4

Typical Daily Schedule:

Bell Schedule 2014-2015

6th – 12th

Time	Block A	Block B
7:00 – 8:30	Period 1	Period 5
8:35 – 10:05	Period 2	Period 6
10:10 – 11:40	Period 3	Period 7
11:45 – 12:15	Lunch	Lunch
12:20 – 1:50	Period 4	Period 8
2:00 – 3:00	Credit Recovery Extra-Curricular Activities Tutorial Time	Credit Recovery Extra-Curricular Activities Tutorial Time
3:30 – 4:30	Staff Meetings	Department Meetings

ATTACHMENT A.3.5

COURSES TO COMPLETE FOR PROMOTION

Attachment A.3.5

Courses Required for Promotion to the 9th Grade

Grade	Course Category	Course Name	Credits
6	Language Arts	Language Arts 6A	0.5
6	Language Arts	Language Arts 6B	0.5
6	Math	Math 6A	0.5
6	Math	Math 6B	0.5
6	Social Studies	Social Studies 6A	0.5
6	Social Studies	Social Studies 6B	0.5
6	Science	Science 6A	0.5
6	Science	Science 6B	0.5

Grade	Course Category	Course Name	Credits
7	Language Arts	Language Arts 7A	0.5
7	Language Arts	Language Arts 7B	0.5
7	Math	Math 7A	0.5
7	Math	Math 7B	0.5
7	Social Studies	Social Studies 7A	0.5
7	Social Studies	Social Studies 7B	0.5
7	Science	Science 7A	0.5
7	Science	Science 7B	0.5

Grade	Course Category	Course Name	Credits
8	Language Arts	Language Arts 8A	0.5
8	Language Arts	Language Arts 8B	0.5
8	Math	Math 8A	0.5
8	Math	Math 8B	0.5
8	Social Studies	Social Studies 8A	0.5
8	Social Studies	Social Studies 8B	0.5
8	Science	Science 8A	0.5
8	Science	Science 8B	0.5

ATTACHMENT A.3.6

COURSES/CREDITS FOR GRADUATION

Attachment A.3.6

Graduation Course Requirement

Graduation Requirements	Credits Required for Graduation	Courses from Education Academy that meet this Requirement
English	4	English I English II English III English IV AP English Literature AP English Language Creative Writing Journalism
Mathematics	4	Algebra I Geometry Algebra II Trigonometry Pre-Calculus Advanced/AP Trigonometry Advanced/AP Pre- Calculus Advanced/AP Calculus Advanced/AP Beginning Algebra Advanced/AP Intermediate Algebra Advanced/AP College Algebra
Science	3	Biology Chemistry Physics Physical Science Earth/Space Science Advanced/AP Biology Advanced/AP Physics I

Social Studies	3 1 US History 1 US Government 1 World History	World History US History US Government Advanced/AP American Government Economics with Personal Finance World Geography
Physical Education	2	Physical Education Health Nutrition and Wellness
Health Education	0.5	Health
Technology/Computer Use	0.5	Computer Fundamentals Java Programming Programming II
Arts and Humanities Career & Technical Ed.	1	Art History Media Studies Art Appreciation Flash Animation Digital Photography Digital Video Production Music Appreciation Game Design Web Design
Electives	4.5	Earth/Space Science Advanced/AP Macroeconomics Advanced/AP Microeconomics Advanced/AP Public Speaking Economics with Personal Finance World Geography Paleontology Health and Medicine Personal Fitness Psychology

		<p>Sociology Space Exploration Renewable Energy Marine Biology Spanish I – IV French I – IV German I – IV Japanese I and II Mandarin I and II Latin I and II Career Planning Driver’s Education Personal Finance Life Skills Accounting</p>
--	--	---

ATTACHMENT A.3.8

DIPLOMA

THE EDUCATION ACADEMY OF
NEVADA

THIS CERTIFIES THAT

Miranda Morris

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

DIPLOMA

Given this 5th day of June, 2015

SEAL

Board Member

Director



THE EDUCATION ACADEMY OF
NEVADA

This certifies that

JOE EDWARDS

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

Diploma of Jr. High School Completion

Given this 5th day of June, 2015

BOARD MEMBER

DIRECTOR

ATTACHMENT A.3.9

TRANSCRIPT

The Education Academy of Nevada - Official Transcript

Name: Rios, Andre
Address: 11 E Charleston
 Las Vegas, NV 89119

Education Academy
 P.O. Box 530
 Las Vegas, NV 89119
 702-555-5555
 eduacademy@yahoo.com
 John Doe, **Principal**
School Entrance Date: 8/25/14
Projected Graduation Date: 6/5/18

Parent/Guardian: Rios, Jaime and Linda
Email: jrlrios@yahoo.com
DOB: 1/11/99
SSN: 555-55-5555

English-Language Arts

English I A	80	0.5
English I B	78	0.5
English II A	Grade	Credits
Total units (credits)		1.0

Foreign Language

French I A	98	0.5
French I B	90	0.5
French II A	Grade	Credits
Total units (credits)		1.0

Math

Algebra I A	70	0.5
Algebra I B	68	0.0
Geometry A	Grade	Credits
Total units (credits)		0.5

Science

Biology I A	82	0.5
Biology I B	80	0.5
Chemistry I A	Grade	Credits
Total units (credits)		1.0

Social Studies

World Geography I A	93	0.5
World Geography I B	95	0.5
World History I A	Grade	Credits
Total units (credits)		1.0

Elective

Art Appreciation	75	0.5
Health	79	0.5
Total units (credits)		1.0

Fine Arts

Photography I A	70	0.5
Photography I B	70	0.5
Total units (credits)		1.0

Physical Education

Physical Education I A	100	0.5
Physical Education I B	90	0.5
Physical Education II A	Grade	Credits
Total units (credits)		1.0

Total Units = 7.5

Total GPA = 2.625

Grading Scale						Pass/Fail Courses 70% Min. Passing Grade
A+ 98 (4.00)	A 94 (4.00)	A- 90 (4.00)	B+ 87 (3.00)	B 84 (3.00)	B- 80 (3.00)	
C+ 77 (2.00)	C 74 (2.00)	C- 70 (2.00)	D+ 67 (1.00)	D 64 (1.00)	D- 60 (1.00)	

The Education Academy of Nevada - Official Transcript

1/11/99

Name: Rios, Andre

DOB:

SSN: 555-55-5555

Schools Attended

From:	To:	Name:	Address:
8/24/10	6/4/13	Johnston MS	5855 Lawrence St., North Las Vegas, NV 89081
8/24/13	6/5/14	Legacy HS	150 W Deer Springs, North Las Vegas, NV 89081
8/25/14	Present	Education Academy	P.O. Box 530, Las Vegas, NV 89119

Activities, Awards, Achievements, Hobbies, Volunteer Work, etc.

From:	To:	Notes:
08/24/10	06/4/13	Volunteer Homeless shelter 1 hour a week.

Standardized Testing Information

Test:	Date:	Score:	Location/Notes:
ELPA	3/14/13	247	Legacy HS / Advanced Learner

This certifies that the information herein is complete and accurate.

Signature:

Title:

Printed Name:

Date:

ATTACHMENT A.3.11

TEXTBOOKS

Required Element A.3.11

Textbooks

As TEANV will be an online, distance education school, no textbooks will be used for instruction. All material and lessons will be available online, in the virtual classroom setting. In addition to the computer each student receives, he/she will be provided with, at no additional cost, a printer and scanner so that any lesson or required material can be printed at home. We believe that this allows for much greater flexibility in creating the online class environment. It is much easier to change a single document and have students print that same document at home, than to revise a textbook.

ATTACHMENT A.4.1

ASSESSMENT PLAN AND INSTRUMENTS

Required Element A.4.1
Assessment Plan and Instruments 2014-2015

Assessment	Grades	Dates/Windows						
CRT/Smarter Balanced: Reading and Math	6 - 8	150 th Day of Instruction +/- 10 days, or by May 31						
CRT/Smarter Balanced: Science	6 - 8							
CRT/Smarter Balanced: Writing	8	Mar. 2 – May 8						
HSPE: Reading, Math, and Science	10		Mar. 2 – 6					
HSPE Retest: Reading, Math, and Science	11	Oct. 27 – Nov. 1	Mar. 2 – 6					
	12	Oct. 27 – Nov. 1	Mar. 2 – 6	Apr. 29 – May 1	July 6 – 10			
HSPE: Writing	11	Oct. 29	Mar. 4					
	12	Oct. 29	Mar. 4	May 6	July 8			
ELPA: Speaking, Listening, Reading, and Writing	K – 12 Limited English Proficient Students	Mar. 4 – May 17						
CTE: Employability Skills for Career Readiness Assessment	11	Apr. 1 – 26						
ACT Explore	8-9	May 1						
ACT Plan	10	May 1						
PSAT	11	Oct. 15 and Oct. 18						
ACT	11-12	Sept. 13	Oct. 25	Dec. 13	Feb. 7	Apr. 18	June 13	
SAT	11-12	Oct. 4	Nov. 1	Dec. 6	Jan. 24	March 7	May 2	June 6

HSPE will be phased out during the 2014-2015 school year in replacement of two English and two Mathematics end-of-course exams. Students who are graduating in 2016 or 2017 will still be responsible for passing the HSPE. Eleventh Grade students of the 2014 school year will be expected to take a College Readiness exam. They are not responsible for passing for Graduation purposes at this time. CRT exams will be phased out over the next couple of years and changed with Smarter Balanced exams. All other exams that are required by law will be administered if selected: NAA and NAEP.

ATTACHMENT A.5.1

CALENDAR

Attachment A.5.1

Calendar for 2014-15 School Year

	Monday	Tuesday	Wednesday	Thursday	Friday	School Days	Accumulated School Days	Important Days
--	---------------	----------------	------------------	-----------------	---------------	--------------------	--------------------------------	-----------------------

August - September 2014	25	26	27	28	29	5	5	First Day of Sem: 08/25/14
	DH-1	2	3	4	5	4	9	Labor Day: 09/01/14
	9	9	10	11	12	5	14	
	15	16	17	18	19	5	19	Count Day: 09/19/14
School Month 1							19 Days Total	

September - October 2014	22	23	24	25	26	5	5	
	29	30	1	2	3	5	10	
	6	7	8	9	10	5	15	
	13	14	15	16	17	5	20	
School Month 2							39 Days Total	

October - November 2014	20	21	22	23	24	5	5	End of 1st Grading 10/24/14
	27	28	29	30	DH-31	4	9	Nevada Day: 10/31/14
	3	4	5	6	7	5	14	
	DH-10	DH-11	12	13	14	3	17	Veteran's Day: 11/10-11/14
School Month 3							56 Days Total	

November - December 2014	17	18	19	20	21	5	5	
	24	25	26	DH-27	DH-28	3	8	Thanksgiving: 11/27/14
	1	2	3	4	5	5	13	Family Day: 11/28/14
	8	9	10	11	12	5	18	
School Month 4							74 Days Total	

December - January 2015	15	16	17	18	19	5	5	Winter Break: 12/19/14
	WB-22	WB-23	WB-24	WB-25	WB-26	0	5	New Year's Day: 01/01/15
	WB-29	WB-30	DH-1	WB-2	WB-3	0	5	
	5	6	7	8	9	5	10	
School Month 5							84 Days Total	

January - February 2015	12	13	14	15	16	5	5	Last Day of Sem: 01/16/15
	DH-19	20	21	22	23	4	9	End of 2nd Grading 01/16/15
	26	27	28	29	30	5	14	MLK Day: 01/19/15
	2	3	4	5	6	5	19	First Day of Sem: 01/20/15
School Month 6							103 Days Total	

	Monday	Tuesday	Wednesday	Thursday	Friday	School Days	Accumulated School Days	Important Days
--	--------	---------	-----------	----------	--------	-------------	-------------------------	----------------

February -	9	10	11	12	13	5	5	
March	DH-16	17	18	19	20	4	9	President's Day: 02/16/15
2015	23	24	25	26	27	5	14	
	2	3	4	5	6	5	19	
School Month 7						122 Days Total		

March -	9	10	11	12	13	5	5	
April	16	17	18	19	20	5	10	
2015	23	24	25	26	27	5	15	End of 3rd Grading 03/27/15
	SB-30	SB-31	SB-1	SB-2	SB-3	0	15	Sp Bk: 03/30/15 - 04/03/15
School Month 8						137 Days Total		

April -	6	7	8	9	10	5	5	
May	13	14	15	16	17	5	10	
2015	20	21	22	23	24	5	15	
	27	28	29	30	1	5	20	Last Day of Sem: 05/02/14
School Month 9						157 Days Total		

May -	4	5	6	7	8	5	5	
June	11	12	13	14	15	5	10	
2015	18	19	20	21	22	5	15	
	DH-25	26	27	28	29	4	19	Memorial Day 05/25/15
School Month 9						176 Days Total		

June 2015	1	2	2	4	CD-05	4	4	Last Day of Sem/Yr: 05/02/14
	CD-08	CD-09					180	Days Total

25-Aug-14 First Day of Fall Semester
 1-Sep-14 Labor Day
 31-Oct-14 Nevada Day
 11-Nov-14 Veteran's Day
 27-Nov-14 Thanksgiving
 28-Nov-14 Family Day
 19-Dec-14 Last Day of Fall Semester
 22-Dec-14 First Day of Winter Break
 1-Jan-15 New Year's Day
 5-Jan-15 First Day of Winter Semester
 19-Jan-15 Martin Luther King Day
 16-Feb-15 President's Day
 30-Mar-15 First Day of Spring Break
 25-May-15 Memorial Day
 04-Jun -15 Last Day of 2nd Semester/School Year

DH: District Holiday
 CD: Contingency Day
 WB: Winter Break
 SB: Spring Break

ATTACHMENT A.6.3

DISCIPLINE POLICY/CODE OF CONDUCT

Attachment A.6.3

Code of Conduct

The mission of The Education Academy of Nevada is empowering students to attain superior achievement in the classroom by integrating innovative teaching methods and technology with familial support.

Our students agree to strive to achieve high academic success, attend class, deepen their understanding of the world, and create better and stronger ties with their families.

The following rules apply:

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

If allegations arise about plagiarizing, cheating or other dishonestly, sexual conversations or harassment, cyber-bullying, violence or other inappropriate behavior the following process will be implemented:

- 1) The teacher will report the activity to the Director
- 2) The Director will inform the parent via email or phone
- 3) The Director will investigate the allegations
- 4) The Director will speak with the student and show the evidence
- 5) The Director and the parents will determine the appropriate punishment based on Nevada Regulations

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

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Prohibited Conduct

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

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

1. ALCOHOL: The possession of, sales, and furnishing alcoholic beverages.
2. ARSON: The intentional setting of fire.
3. ASSAULT: Physical or verbal threats with the intent and the ability to carry through with the same.
4. BATTERY: An unconsented-to touching or application of force to another person.
5. BOMB THREAT/FALSE: Willfully conveying by mail, written notes, telephone, telegraph, radio, or any other means of communication, any threat knowing it to be false.
6. BURGLARY: Illegal entry with the intent to commit a crime.
7. DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another.
8. DISTURBING THE PEACE: Maliciously and willfully disturbing the peace of any person; maliciously and willfully interfering with or disturbing persons in the school.
9. EXPLOSIVE DEVICES: The possession of explosive or incendiary devices.
10. FALSE FIRE ALARMS: False reporting of, or transmission of, signal knowing same to be false.
11. FIREWORKS: The possession of, sales, furnishing, use or discharge of fireworks.
12. INDECENT EXPOSURE: An open indecent or obscene exposure of his person or the person of another
13. LARCENY: Stealing, taking, carrying away property of another.
14. LIBEL: A malicious defamation expressed to impeach a person's honesty, integrity, virtue, or reputation.
15. MARI UANA: The possession of, sales or furnishing marijuana.
16. NARCOTICS: The possession of, sales or furnishing a controlled substance.
17. NARCOTICS PARAPHERNALIA: The possession of, sales, furnishing or use of.
18. PROFANITY: Use of vile or indecent language.
19. RESISTING OFFICER: Willfully resisting, delaying or obstructing an officer in the performance of duty.
20. ROBBERY: The unlawful taking of personal property from the person of another or in his/her presence,

against his/her will, by means of force or violence or fear of injury.

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

Charter School Offenses

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

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

assessments, semester exams or other testing situations. Inside school buildings and during the school day, electronic signaling devices shall be in the "off" position at all times. Electronic signaling devices should be stored in the student's locker, if possible. When not possible, the electronic signaling devices may be carried in the "off" position in the student's backpack or other carry item. Outside of the school instructional hours or during school activities, electronic signaling devices may be carried in the "vibrate" or "silent ringer" notification mode.

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

Progressive Discipline Plan (2014-2015)
The Education Academy of Nevada

Infraction	Level 1	Level 2	Level 3	Level 4
Absence - Unexcused	Parent Notification and Truancy Letter	Parent Notification and Truancy Letter Attendance Contract	Loss of Credit/Possible Court Appearance	
Alcohol Possession and/or Use	RPC/Suspension /Expulsion **			
Arson	RPC/ Suspension / Expulsion **			
Bullying/ Cyber Bullying	RPC/ Suspension / Expulsion **			
Bus Infraction	According To Bus Citation Category	According To Bus Citation Category	According To Bus Citation Category	
Battery	RPC and Suspension and Expulsion **			
Cheating/Plagiarism	Parent Notification and Detention	Loss of online privileges for 10 days	Loss of Credit from course	
Campus Disruption	Deans Detention	RPC	Progressive Discipline	Progressive Discipline
Classroom Disruption	Deans Supervision	Detention	RPC/ Suspension for 3 days	Progressive Discipline
Computer Misconduct	RPC and Loss of Computer Privileges	Loss of online privileges for the semester	Expulsion	
Controlled Substance Possession or Distribution	RPC /Suspension /Expulsion **			
Controlled Substance Paraphernalia	RPC/ Suspension/ Behavior School			
Disorderly Conduct	Parent Notification Detention	RPC/Suspension for 3 days	Progressive Discipline	Progressive Discipline
Disregard of School Rules	Detention	RPC/Detention	RPC/Suspension for 3 days	Progressive Discipline
Dress Code	Detention	Detention	RPC	In-House Suspension

Dishonesty/Forgery	RPC/Detention/ Suspension for 3 days	Progressive Discipline	Progressive Discipline	Behavior School
Explosive Devices, Firecrackers, or Poison Gas	RPC / Suspension /Expulsion **			
Extortion	RPC / Suspension /Expulsion **			
Fighting	RPC /Suspension for 3 days	Progressive Discipline	Behavior School	
Firearms	RPC /Suspension / Expulsion **			
Gambling	RPC/Deans Supervision/ Detention	Progressive Discipline	Progressive Discipline	Behavior School
Gang Involvement	RPC/Suspension For 3 days	Progressive Discipline	Behavior School	
Graffiti	RPC/Restitution/ Campus Cleanup	Progressive Discipline	Behavior School	
Harassment/Intimidation	RPC/Behavior Contract	RPC/Suspension for 5 days	Progressive Discipline	Behavior School
Immoral Conduct	RPC /Suspension /Expulsion			
Insubordination	Parent Contact/ Detention	RPC/Progressive Discipline	RPC/Suspension for 5 days	Behavior School
Nuisance Item	Confiscation – Parent Notification	Deans Detention	RPC/ Progressive Discipline	Progressive Discipline
Pornography	RPC/Suspension for 2 days	Progressive Discipline	Progressive Discipline	Progressive Discipline
Public Display of Affection	Warning/ Parent Contact/ Detention	RPC	Progressive Discipline	Progressive Discipline
Racially Derogatory Remarks	RPC /Detention	RPC/Suspension for 3 days	Progressive Discipline	Behavior School
Robbery	RPC / Suspension/ Expulsion **			
Sexual Harassment (Level Depends on Severity)	RPC	Progressive Discipline	Expulsion	
Spray Propellants	RPC	Progressive Discipline	Progressive Discipline	Behavior School

Theft	RPC	Progressive Discipline	Progressive Discipline	Behavior School
Threats – Adult	Expulsion **			
Threats – Student (Level Depends on Severity)	RPC/Suspension	Progressive Discipline	Expulsion	
Truancy	Detention	RPC	RPC/Suspension for 3 days	Progressive Discipline
Tobacco- Possession or Use	RPC	RPC/Suspension for 3 days	Progressive Discipline	Behavior School
Unacceptable Language	Deans Supervision	Detention	RPC	Progressive Discipline
Unacceptable School Behavior	Deans Supervision	Deans Detention	RPC	Progressive Discipline
Vandalism/Destruction/Defacement of School Property	RPC /Restitution	Progressive Discipline	Progressive Discipline	Behavior School
Weapons	RPC/ Suspension / Expulsion **			

Progressive Suspension – 3 day, 5 day, and 7 day

**** CCSDPD Involvement**

RPC – Required Parent Conference

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

Legal Reference: NRS 392.464

ATTACHMENT A.6.4

TRUANCY POLICY

Attachment A.6.4

Truancy Policy

Pupils will be required to attend school regularly in accordance with Nevada statutes. In order to meet or exceed state academic standards and develop habits of punctuality, self-discipline, and responsibility, students must attend and participate in their prescribed educational programs.

TEANV ("School") will ensure that our students and parents are aware of state regulations regarding truancy and attendance. If a student appears to be truant or absent, parents will be notified by e-mail and/or phone and appropriate steps will be taken. School administrators will work closely with parents to rectify the problem, if that is not sufficient then the School will follow truancy procedures found in *NRS 386.585(6)*, *NRS 392.130-392.220*, and *NAC 386.180(5)*.

Truancy defined: As per *NRS 392.130*, "A pupil shall be deemed a truant who is absent from school without the written approval of his teacher or the administrator of the school, unless the pupil is physically or mentally unable to attend school. The teacher or administrator shall give his written approval for a pupil to be absent if an emergency exists or upon the request of a parent or legal guardian of the pupil. Before a pupil may attend or otherwise participate in school activities outside the classroom during regular classroom hours, he must receive the approval of the teacher or administrator."

First Truancy

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

1. The school will investigate why the truancy occurred. The school will work with the parent to make sure that the truancy does not happen again.
2. The school will document and keep copies of any transactions that relate to the actual truancy being confirmed.
3. A notice of truancy will be delivered via mail. That notice will conform 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 Truancy

When a student is truant for a second time, all the procedures from the first truancy will be followed. A second notice will be sent to parent(s) or guardian(s). Again, notation will be made of the possible consequences, and the administrator will notify the parents of the definition of habitual truant and the consequences of being a habitual truant.

Third Truancy

When a student has earned their third truancy, they will be considered a habitual truant. All the procedure from the first truancy will be followed and with the possible exception that legal ramifications could ensue. Notification will be made to the Truancy Office for either a home visit or possible citations being assigned. The notice to the parent(s) or guardian(s) will also advise them that if there has been an attendance error they need to contact the school immediately.

HABITUAL TRUANT

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

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

MINIMUM ATTENDANCE REQUIRED

Students must be in attendance at least 90 percent of the time they are enrolled each year in order to earn credit.

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

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

ATTACHMENT A.6.5

ABSENCE POLICY

Attachment A.6.5

Absence Policy

Children are required to attend school as part of policy. The Education Academy of Nevada is required by law to monitor and document absences for each student. There are situations where students will miss school and we have provided guidelines for how we plan to handle those situations based on Nevada Regulations.

Absence defined: To progress steadily, students should log in every school day, and should submit assignments regularly so they are on pace to finish their courses by the end of the semester. If a student does not log in to the Odyssey system several times per week and does not submit assignments on time, the student is considered absent. The student must also login to any webinars or class discussion. If the student has not logged on in within the first 30 minutes of the webinar, he is considered absent. When the school determines the reason for absence, the absence is identified as one of the following reasons:

Unverified:

1. Reason for the absence is unknown Medical
2. Illness
3. Doctor or dentist appointment
4. Requiring medical treatment

Circumstance:

1. Religious observations
2. Legal
3. Bereavement
4. Prearranged - A prearranged absence is an absence with advance notification to the school administration, this absence must be completed within 5 days prior to the absence to allow for make-up work to be compiled. 10 days is the maximum number of prearranged absences
5. Family business - Situations where the student misses school due to family business that is outside of the immediate control of the family or to appointments/activities that cannot be scheduled outside of the school day. Examples: Sick relative, fiscal matters, and other than legal or medical appointments.
6. Personal business - Situations where the student misses school due to the student's personal business that is outside the immediate control of the student or parent/guardian or the student's personal appointments/activities that cannot be scheduled outside of the school day. Examples: Employment interview and driver's license.
7. Non-school/school sponsored events;
8. Emergencies; and
9. Suspension

Alternative educational settings:

1. Juvenile Hall;
2. Hospital;
3. Truancy

* All excused notes must be turned in no more than 3 consecutive school days after the absence. Any absence that does not have excused notes will be considered unexcused. Upon the third unexcused absence, the Director will notify the parents of a meeting to determine a resolution. 7 Unexcused absences will result in denial of credit.

Absence, Truancy, and Non-Compliance Policy: Parent Form

In compliance with Nevada state law, all students are required to attend all classes for which they are legally registered.

As a Nevada public charter school, The Education Academy of Nevada is required to monitor student attendance in accordance with all applicable statutes and State Board of Education rules and regulations. Student attendance is measured by time and frequency logged in to the academy's online learning management system, and by the number and frequency of assignments submitted.

In all courses students have access to direct weekly contact with a teacher during Tutorials in an online classroom. Students are not required to attend Tutorials. Students also have access to teachers every school day via email and our internal messaging system in Odyssey. Our standard is that teachers respond to messages from students within one school day. It is the student's responsibility to ensure that all objectives of the class are met and that his attendance reflects the quality of his work.

Responsibility for compliance with state attendance statutes and regulations belongs to the school, which is obligated to keep an accurate record of daily attendance and progress. A student will be considered non-compliant (truant) if he fails, without a legitimate reason, to log any attendance and/or class progress on Odyssey after seven (7) consecutive calendar days.

A parent or student may also be deemed non-compliant for one or more of the following reasons:

- Failure to respond to teacher/administrator phone calls and/or e-mails
- Failure to participate in scheduled parent/student/teacher conferences
- Failure to participate in scheduled parent/teacher training workshops
- Failure to participate in state-mandated assessments
- Failure to participate in required benchmark assessments; and
- Failure to communicate change of contact information

Non-compliance procedures

- I. The Director will contact the parents via email and mail about the reasons for non-compliant status. This information will become part of the student's record.
- II. Should a student not address the concerns that were provided by the Director in a timely fashion. A parent meeting will be held to determine the status of that student on whether they will remain on our campus. Once the meeting is completed, a letter will be sent home documenting the conversation.
- III. If the student continues to not address the concerns, a formal letter will be mailed to the parents from the Director. This letter will state that the student has not met the criteria required to stay at The Education Academy of Nevada and must be enrolled in a public school setting.

Parent signature: _____ Date: _____

ATTACHMENT A.7.3

ENROLLMENT PROJECTIONS

Attachment A.7.3

Demographics:

The current state of Clark County school districts students is a very poor outlook. Based on the 2011-2012 District accountability report, 308,237 attend schools in Clark County but only 66.4% of the 2011 graduating class graduate.

http://www.ccsd.net/schools/pdf/acc_pdfs_2012/2011-2012_District_Accountability_Report.pdf

This allows for many potential students who would like to try for a better environment at their own pace and mastery. Patrick R. Gibbons of the Nevada Policy Research Institute reports that: "Today an estimated 175,000 K-12 students take courses online in over 30 states, including Nevada.... Clayton Christensen predicts that by 2019, 50 percent of courses will be delivered online." (Bit by Bit, Gibbons, 2010) http://www.npri.org/docLib/20100517_NevadaVirtualSchools.pdf

As stated in the narrative, the growth of online education is from 2% to 8% annually which allows for the definite need of online schooling.

Documentation:

In order to generate awareness of The Education Academy of Nevada, we have created a website where parents can learn about our curriculum, philosophy, and vision. They will have the opportunity to email us about information and questions on enrollment. Parents will also be able to visit our Facebook page in order to ask about our enrollment process. Our landing page and future website is: www.teanv.org. We will also be sending out flyers to the local area and visiting K-8 Charter schools to give out information and help support interest.

Enrollment Data:

Based on the 2011-2012 school accountability reports for Nevada Virtual, Connections Academy, and Odyssey charter, the following enrollment data has been compiled:

- Nevada Virtual: 3573
- Connections Academy: 1752
- Odyssey Charter: 1006

This year Nevada Virtual is predicting at least 4,000 students in enrollment and the numbers continue to grow. Yet, there is plenty of potential for further schools as the school district struggles to meet the demands of their students and parents continue to try to find better alternatives for their children.

<http://www.nevadareportcard.com/profile/pdf/11-12/18404.E.pdf>

<http://odysseyk12.org/pdf/board/11-12/HS-Accountability-Report2011-2012.pdf>

http://www.connectionsacademy.com/Libraries/PDFs/NCA_2011-12_School_Accountability_Summary_Report.pdf

ATTACHMENT A.7.5

STUDENT RECRUITMENT PLAN

Attachment A.7.5

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

- We will create a website. On the site families will be able to learn about the curriculum, philosophy, and vision of the school. They will also be able to email us with questions, and sign up for email updates.
- We will create a Facebook page for The Education Academy of Nevada and update it regularly. There will be a link from Facebook back to our website.
- Social Networking through Twitter account will also be available and linked to our website.
- The Director will be available via phone and online chat to meet potential parents and/or students to help them determine whether the school is right for them.
- The Director will also conduct informal in-person meetings for small groups of potential parents and students, hosted at the homes of some of the Board Members, Directors, and other community facilities. Once our site location is fixed, then meetings can be held there.
- The Director will approach charter schools that only offer courses up to 8th grade, and establish a relationship with them and the families who are seeking a different charter school for grades 9 through 12.
- The Director will attend civic functions in the valley to put word out about the program.
- The Director and the Board members will go to local civic organizations and work to develop ties with these programs, such as the Hispanic Society.

ATTACHMENT A.8.5

SPECIAL EDUCATION POLICY ASSURANCE

NEVADA DEPARTMENT OF EDUCATION
Charter School Application

INSTRUCTIONS

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

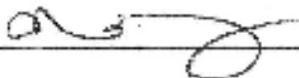
POLICY ASSURANCES

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

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

Type Name of Charter School and Title of Authorized Representative of the Charter School.
THE EDUCATION ACADEMY OF NEVADA - COMMITTEE TO FORM LIASON

Signature:



Date:

8/22/2013

ATTACHMENT A.8.6

RTI REFERRAL PACKET/FLOWCHART

Attachment A.8.6

Procedures for RTI

The following process steps will be used to comply with RTI standards:

Step One:

Tier I students

1. The team will meet to determine research-based interventions
2. Interventions will be supervised over a period of time: Approximately nine weeks.
3. Document any Academic or Behavioral Concerns over this time period
4. The data collected should have at least 6 data points using an interventions documentation
5. Make a determination after the time period to continue with current interventions, modify interventions, or move the student to Tier II interventions.
6. Parent notification will be made by the Director as to what the next step in helping their student

Step Two:

Tier II Students

1. The team will meet to discuss an Action Plan for the student bringing the following:
 - a. Interventions Documentation
 - b. Team Assessment Forms
2. After viewing the documents, an Action Plan will be created for the student that is research-based and more intensive.
3. Select a target date for review
4. Repeat steps 5 & 6 from Tier I

Step Three:

Tier III Students

1. The team will meet to discuss and Action Plan for Tier III again bringing the appropriate documentation.
2. The team will create the Action Plan for Tier III, and follow the same steps as listed above.

Step Four:

Recommendation for Special Education

1. The team will meet to look over status, the following options can take place:
 - a. Problems corrected, remove from Tier III
 - b. Problems not corrected, modify interventions or
 - c. Significant Issues still exist, recommendation for testing

Tier 3 _____

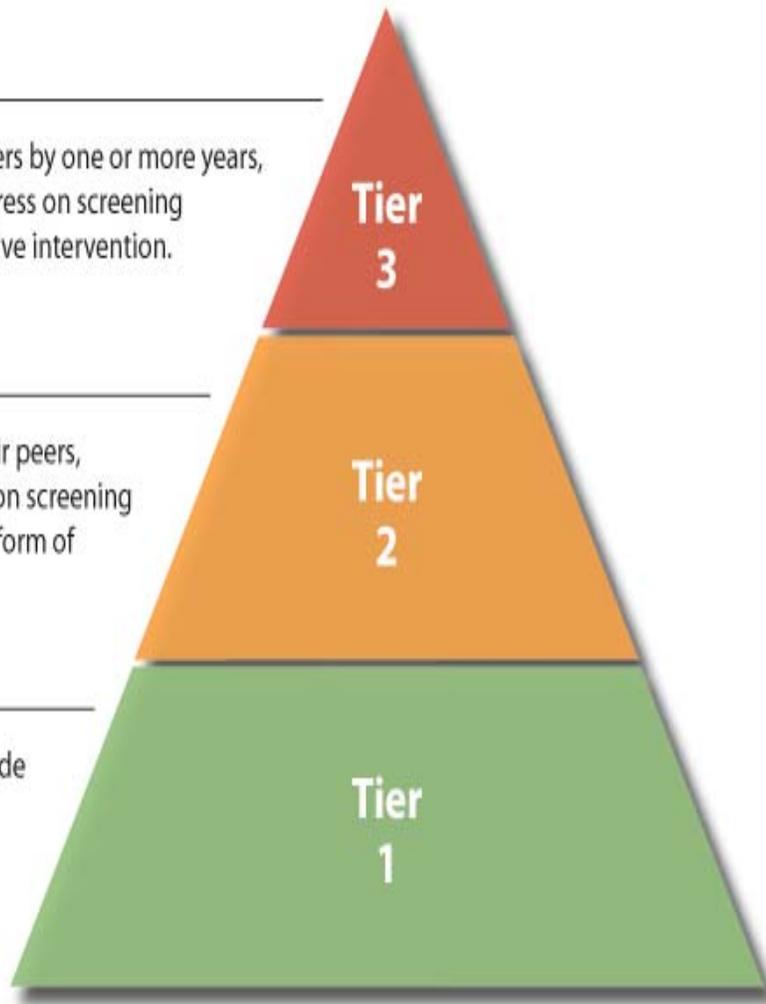
Students lag behind their peers by one or more years, demonstrate very weak progress on screening measures, and require intensive intervention.

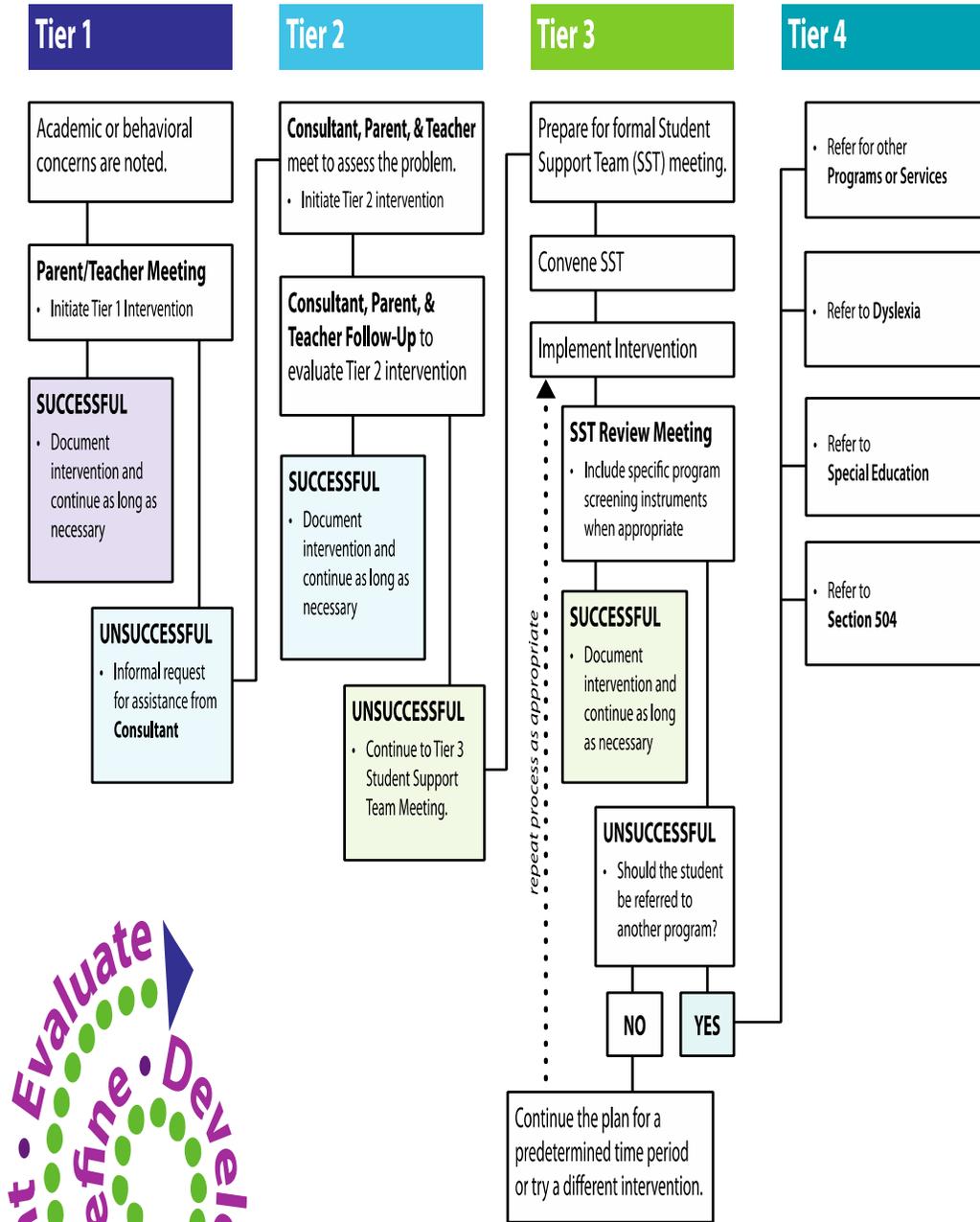
Tier 2 _____

Students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention.

Tier 1 _____

Students learn at roughly grade level or above, and are least likely to fall behind or need intervention.





RtI Process Flowchart:
Problem Solving Model

Step 1: Specify Target Concerns

1. _____
2. _____
3. _____
4. _____

Step 2: Establish Baseline and Goal

Academic Baseline

Read 180 score & date: _____

Reading score & date: _____

% work completed per week: _____

Other: _____

Academic Goal:

By: _____ The student will:

5. _____
6. _____
7. _____
8. _____

Behavioral Baseline:

Frequency or percentage of
Talking inappropriately: _____

Getting out of seat: _____

Being off task: _____

Other: _____

Behavioral Goal:

By: _____ The student will:

9. _____
10. _____
11. _____
12. _____

The Education Academy of Nevada STUDENT ASSESSMENT FORM

Date: _____ Grade: _____ Teacher: _____

Name: _____ Student #: _____

RTI grade level representative: _____

Attendance Record: Number of times ABSENT current 9 week grading period _____
 Number of times TARDY current 9 week grading period _____

Academic Record: Grade at present time _____
 Grade on recent report card _____

CONTRIBUTING FACTORS:

- | | |
|--|--|
| <input type="checkbox"/> Neat and attentive to detail in classwork | <input type="checkbox"/> General apathy or lack of interest |
| <input type="checkbox"/> Completes assignments on time | <input type="checkbox"/> Late with work, incomplete assignments |
| <input type="checkbox"/> Works to identified ability | <input type="checkbox"/> Does not work to identified ability |
| <input type="checkbox"/> Comes to class equipped | <input type="checkbox"/> Comes to class unequipped |
| <input type="checkbox"/> Achieves on tests | <input type="checkbox"/> Poor work on tests |
| <input type="checkbox"/> Good overall performance | <input type="checkbox"/> Rarely does assigned homework |
| <input type="checkbox"/> Good overall attendance | <input type="checkbox"/> Absent and/or tardy to class often |
| <input type="checkbox"/> Pays attention and follows instructions | <input type="checkbox"/> Does not pay attention or follow instructions |
| <input type="checkbox"/> Uses class time well | <input type="checkbox"/> Wastes time in class |
| | <input type="checkbox"/> Does not participate in class activities |

CONDUCT RECORD:

- | | |
|---|---|
| <input type="checkbox"/> Pleasure to have in class | <input type="checkbox"/> Too much talking |
| <input type="checkbox"/> Is attentive in class | <input type="checkbox"/> Disturbs or distracts other students |
| <input type="checkbox"/> Cordial to other students | <input type="checkbox"/> Tendency to sleep or daydream |
| <input type="checkbox"/> Cooperates with other students and teacher | <input type="checkbox"/> Restless |
| | <input type="checkbox"/> Adamant refusal to work |

Behavior in class is: Excellent _____ Satisfactory _____ Unsatisfactory _____

TEACHER COMMENTS:

STRATEGIES ALREADY TRIED:

The Education Academy of Nevada

Intervention Plan

RTI

Student Name:	
Student Number:	
Teacher:	
Date:	

Target Concern(s) (Describe specific, observable and measurable concerns)

Intervention Goal(s) (Must be observable and measurable.)

Intervention Procedures	(Describe the following)	Dates: From:	To:
Intervention Methods:			
Sequence of Intervention Steps:			
Responsible Person(s):			
Parent Participation:			
How will progressed be measured?:			

Intervention Outcome	Date	Action (Always inform Parents of action)
Target Concern(s) resolved		RTI interventions terminated.
Target Concern(s) being resolved		RTI interventions continued.
Target Concern(s) unresolved		RTI Level II recommendation.
Target Concern(s) unresolved		RTI Level III recommendation.
Target Concern(s) unresolved		Refer for Section 504 consideration.
Target Concern(s) unresolved		Refer to Special Student Services team.
Target Concern(s) unresolved		Other:

ATTACHMENT A.8.7

SPECIAL EDUCATION CONTINUUM OF SERVICE FLOWCHART

Attachment A.8.7

Continuum of Services for Special Education

During the first year, The Education Academy of Nevada will provide services for the following continuum of services:

1. Regular education classes; and
2. Regular education classes with pullouts.

The full continuum of services includes instruction in:

1. Regular education classes;
2. Regular education classes with pullouts;
3. Special classes;
4. Special schools;
5. Community-based programs;
6. Home instruction;
7. Hospitals; or
8. Institutions.

Supports for more restrictive placements may be considered in the future.

ATTACHMENT A.9.2

PUPIL RECORD RETENTION POLICY

Attachment A.9.2

Retention of Pupil Records Policy

MAINTENANCE AND FORWARDING OF PERMANENT RECORDS OF PUPILS, AND FAILURE OF COMPLIANCE BY LICENSED TEACHER WHO IS A MEMBER OF THE GOVERNING BOARD OF THE EDUCATION ACADEMY OF NEVADA ("SCHOOL")

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

CONFIDENTIALITY OF EDUCATION RECORDS

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

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

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

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

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

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

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

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

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

DISCLOSURE OF DIRECTORY INFORMATION

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

SCHOOL DISTRICTS TO ADOPT APPROPRIATE POLICIES AND PROCEDURES

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

Legal Reference:

NAC 386.360

NAC 392.301-392.360

ATTACHMENT B.1.1

BYLAWS LETTER FROM COUNSEL

RYAN R. WEST
**LICENSED IN UT & NV

Direct: (801) 657-4390
ryan@westbingham.com

August 19, 2013

State Public Charter School Authority
1749 North Stewart Street, Ste 40
Carson city, NV 89706

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

To Whom It May Concern:

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

After a review of the bylaws, it is my opinion that they comply with the model bylaws and “Applicant Instructions,” and that they are legally sufficient as to form and content. It is also my opinion that Attachment B.1.3 has clearly identified the location within the bylaws where each stipulation has been addressed as presented in the Application.

Should you have any questions or need additional information, please do not hesitate to contact me.

Very truly yours,



Ryan R. West
WEST BINGHAM & HAMMOND

RRW/mtf

ATTACHMENT B.1.2

BYLAWS

**BYLAWS
OF
THE EDUCATION ACADEMY OF NEVADA**

**ARTICLE I
INTRODUCTION; LEGAL STATUS**

Section 1. Name, Location and Address. The name of the charter school is The Education Academy of Nevada (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 Board of the School is an independent body under the authorization of the SPCSA. The Board plans and directs all aspects of the school’s operations.

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

**ARTICLE II
PURPOSE AND MISSION**

Section 1. Purpose and Mission. The purpose of The Education Academy of Nevada is to improve education through inventive solutions by incorporating traditional and innovative educational methods within a virtual classroom setting.

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

ARTICLE III
GOVERNING BODY

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

(a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;

(b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.

(c) To develop an annual School schedule of events and activities;

(d) Establish and approve all major educational and operational policies;

(e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;

(f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;

(g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;

(h) To submit a final budget to the state pursuant to statute and regulation;

(i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;

(j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.

(k) To ensure ongoing evaluation of the School and provide public accountability;

(l) To uphold and enforce all laws related to charter school operations;

(m) To improve and further develop the School;

(n) To strive for a diverse student population, reflective of the community;

(o) To ensure adequate funding for operation;

(p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;

(q) Carry out such other duties as required or described in the School's Charter.

(r) No actions may be taken by the Board if it lacks membership required by statute, and no actions may be taken by the Board that lacks the number of members required by these Bylaws. The only action that may be taken by the Board when it lacks the required number of Board Members is to add Board Members who will bring the Board back into compliance with statute and these Bylaws.

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of five [5] Directors.

(a) The Board's membership shall adhere to the statutory requirements of NRS 386.549 including members with expertise in Education, Law, Finance and other complimentary fields.

(b) A majority of Board Members shall be residents of the county in which the school is located.

(c) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community. The membership of the Board shall represent the diversity of the community the School proposes to serve and shall be free from domination by members of the same religious, ethnic, or racial group if that group fails to represent the nature of the community the School would serve, and it shall lack parties related by birth or marriage

(d) There will be no ex-officio members on the board

(e) The Board Members shall serve no more than two (2), two (2) year terms. Terms shall be staggered at the end of the first year so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy.

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

(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 each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled monthly or quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada's Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

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. All Board Meetings will be audio recorded in compliance with Nevada Open Meeting Law.” Article VI, Section 13(b) stipulates: “All such recordings will be available to the School’s sponsor

Section 6. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2).

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

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term. Board Member nominees may be the result of suggestions by current Board Members or outgoing Board Members, staff, parents, or self-nomination; however, identification of new Board Members is a responsibility primarily of existing Board Members; it is improper for employees of the School, especially the administrator, or for an EMO or other contractor, to be the sole or primary source of names of proposed members for the Board.

Section 9. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law.

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

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

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

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

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

Section 15. Closed Sessions. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer

shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

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

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

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

ARTICLE IV OFFICERS

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

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

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

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the

School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

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

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

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

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

ARTICLE V

STAFF

The Board may appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy

provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI
PARENT ASSOCIATION

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

ARTICLE VII
CONTRACTS, LOANS, AND DEPOSITS

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

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

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

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

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

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

ARTICLE VIII PROPERTY

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

ARTICLE IX INDEMNIFICATION

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

ARTICLE X AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor.

ARTICLE XI
DISSOLUTION

Section 1. Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of as they see fit.

ARTICLE XII
PURPOSE OF THE BYLAWS

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

CERTIFICATION

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

DATED this ____ day of _____, 20__.

_____, Secretary

ATTACHMENT B.1.3

BYLAWS STIPULATION IDENTIFICATION

Attachment B.1.3

Bylaws Stipulations

The following stipulations have been included in the Bylaws of Leadership Academy of Nevada (Bylaws) as indicated:

1. The Bylaws contain no reference to incorporation of the school's governing body per *NAC 386.227*.
2. Article III, Section 3 stipulates: "The Board shall be composed of five (5) Directors.
3. Article III, Section 3(d) stipulates: "There shall be no ex-officio Board Members."
4. Article III, Section 16 stipulates: "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."
5. Article III, Section 3(a) stipulates: "The Board's membership shall adhere to the statutory requirements of NRS 386.549 including members with expertise in Education, Law, Finance and other complimentary fields."
6. Article III, Section 17 stipulates: "The Board shall use Robert's Rules of Order"
7. Article III, Section 2 stipulates: "The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting."
8. Article III, Section 3(e) stipulates: "Terms shall be staggered at the end of the first year 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."
9. Article III, Section 3(e) stipulates: "The Board Members shall serve no more than two (2), two (2) year terms."
10. Article III, Section 8 stipulates: "Board Member nominees may be the result of suggestions by current Board Members or outgoing Board Members, staff, parents, or self-nomination; however, identification of new Board Members is a responsibility primarily of existing Board Members; it is improper for employees of the School, especially the administrator, or for an EMO or other contractor, to be the sole or primary source of names of proposed members for the Board."
11. Article VII, Section 3 stipulates: "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."
12. Article X stipulates: "These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or

repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor."

13. Article III, Section 1(r) stipulates: "No actions may be taken by the Board if it lacks membership required by statute, and no actions may be taken by the Board that lacks the number of members required by these Bylaws. The only action that may be taken by the Board when it lacks the required number of Board Members is to add Board Members who will bring the Board back into compliance with statute and these Bylaws."

14. Article III, Section 3(a) stipulates: "The Board's membership shall adhere to the statutory requirements of NRS 386.549."

15. Article III, Section 3(c) stipulates: "The membership of the Board shall represent the diversity of the community the School proposes to serve and shall be free from domination by members of the same religious, ethnic, or racial group if that group fails to represent the nature of the community the School would serve, and it shall lack parties related by birth or marriage."

16. Article III, Section 5 stipulates: "All Board Meetings will be audio recorded in compliance with Nevada Open Meeting Law." Article VI, Section 13(b) stipulates: "All such recordings will be available to the School's sponsor."

17. Article II, Section 1 states: "The purpose of The Education Academy of Nevada is to improve education through inventive solutions by incorporating traditional and innovative educational methods within a virtual classroom setting."

18. Article III, Section 9 stipulates "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"

19. Article IV, Section 1 stipulates "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 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.

ATTACHMENT B.2.1

COMMITTEE MEMBER NAMES, RESUMES

Attachment B.2.1

Committee to Form Members

CHAIR:

1. Name: Matthew Jackson

Address: 6705 Divers Loons St. North Las Vegas, NV 89084

Position on the Committee: Teacher. License is in this attachment

MEMBERS:

2. Name: Laurie Steinhaus-DeLoach

Address: 1947 Silver Crest Ct., North Las Vegas, Nevada, 89031

Position on the Committee: Parent of a student.

3. Name: Jenny Davis

Address: 6720 Song Sparrow Ct, North Las Vegas, NV 89084

Position on Committee: Teacher. License is in this attachment

4. Name: Andre Long

Address: 1764 Lily Pond Circle, Henderson NV 89012

Position on Committee: Human Resources

5. Name: Marc Dubach

Address: 2562 Singletree Lane, South Jordan, UT 84095

Position on Committee: Finance.

Matthew Jackson

6705 Divers Loons St.
North Las Vegas, NV
89084
Home: 702-631-0385
Cell: 702-334-9223
mwj221975@yahoo.com

Vision

All students can learn when the curriculum and instruction is engaging and relevant to all learners and learning styles. A successful learning environment can be achieved through parent involvement, diversity of instruction, student choice, communication, and collaboration.

Core Qualifications

- Problem resolution
 - Self-starter
 - Change Agent
 - Staff motivation
 - Communication
 - Technology
 - Data Analysis
 - Microsoft Office
-

Achievements

Organization

- Planned all Saturday School tutorials including finding teachers to work each Saturday.
- Became the new co-chair for the SDMC program and ran monthly meetings.
- Created a new progressive discipline plan that improved efficiency.

Data Preparation

- Prepared data analysis reports for Proficiency exams.
- Prepared presentations for teachers on think-pair-share based on collaborative data.
- Successfully passed an Attendance Audit spanning seven years of data.

Professional Development

- Trained teachers on proper testing procedures, differentiating instruction, and data analysis.
-

Professional Experience

August 2012 to
June 2013

Sam Houston HS

Houston, TX

Assistant Principal/Dean of Students

Coordinated all department functions for the Geometry team.

Maintained detailed administrative and procedural processes to improve discipline and attendance for all 10th grade students.

Scheduled all 10th grade students and maintained any schedule changes.

Revised and edited the Student Handbook.

Organized and ran the Amnesty program for all 10th graders.

August 2010 to
May 2011

Las Vegas Academy

Las Vegas, NV

Dean of Instruction/Assistant Principal

Coordinated and ran all-testing for the school.

Created the Master Schedule for the school.

Supervised the Social Studies, Math, and parts of the English Departments.

Oversaw the 504 program.

Oversaw the Special Education Department and attended all ARD meetings.

Coordinated Meetings and discussed agendas with the Counseling Department.

August 2008 to

Las Vegas Academy

August 2010 Las Vegas, NV
Dean of Students
Disciplined students in 9th and 10th grade.
Oversaw attendance for the school.
Supervised the Math Department.
Helped to organize the end of they year banquets.

June 2008 to July 2009 **Clark County School District**
Las Vegas, NV
Dean of Summer School/Principal
Worked in both Middle and High School Grade Levels
Hired the staff for the schools
Allocated resources for the teachers
Supervised and Evaluated the teachers
Handled all discipline and attendance with other Dean.
Utilized a budget to make decisions about resources.
Oversaw the payment of teachers.

August 2011 to June 2012 **Atascocita HS**
Humble, TX
Teacher
Headed the Student Council for the school.
Member of the grant committee for the senior class.
Organized and ran a Talent Show for the school.

August 1999 to June 2008 **Clark County School District**
Las Vegas, NV
Teacher
Taught Algebra I, II, Geometry, Trigonometry, Statistics, Spanish I and II.
Headed the National Honor Society. 01-03
Headed the Student Council. 03 - 08
Won the Silver Star Award for Student council. 03-06
Sophomore Class Adviser. 00-01
Spanish Club Adviser. 03-06

August 1997 to June 1999 **McDonald County HS**
Anderson, MO
Teacher
Taught Spanish I and II
Department Chair for the Spanish Department.
Dance Team Adviser.

Education and Training

97 **Pittsburg State University**
Pittsburg, KS, US
Spanish and Math Education
Bachelor of Science

05 **UNLV**
Las Vegas, NV, US
Educational Leadership
Master of Science

Certifications

Principal EC-12
Mathematics 8-12

State of Nevada

License for Educational Personnel

License No. 0000025140

This License Certifies That

Matthew W Jackson

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

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
PROFESSIONAL	SECONDARY	7-12 7/25/2013	SPANISH(7/25/2013) MATHEMATICS MAJOR(7/25/2013)	2/22/2020	0004
PROFESSIONAL	SPECIAL	K-12 7/25/2013	SCHOOL ADMINISTRATOR(7/25/2013) SPANISH(7/25/2013)	2/22/2020	



Pamela J. Patrick
State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 391.025(1)].

teachers.nv.gov

Your license/endorsement(s) were issued to you on a provisional basis. In order to maintain validity of any particular license or endorsement, all provision(s) must be removed by the date(s) specified below. Provision # 1-4, as well as any competency testing provisions, MUST be fulfilled in order to keep the initial and all subsequent license(s)/endorsement(s) valid. Course work provision(s) could affect validity of subsequent license(s)/endorsement(s) issued to you.

Provision Code Summary

Code Number	Provision	To be Removed By
0004	FINGERPRINT CLEARANCE	7/25/2014

NOTE: Many endorsements issued by this office are contingent upon holding a valid teaching license. Therefore, before you allow any endorsement to become invalid for failing to remove a provision, it is strongly suggested that you contact the Office of Teacher Licensure to insure that your ability to utilize the license/endorsement is not compromised.

The license holder is encouraged to read all supplemental material provided with this license for important information regarding specifics for removing a particular provision. If provisions attached to a license or endorsement is not removed within the timeframe specified, the license/endorsement will become invalid until such a time as the provision(s) is removed or until the license expires, at which time it CANNOT be renewed.

Credits utilized to remove provisions CANNOT be applied toward renewal of the license.

Official transcripts and NTE score reports must be submitted to the Office of Teacher Licensure to remove provisions.

Guidelines and Requirements for License Renewal

Nevada's licensure regulations require that you complete six (6) semester hours of approved credit in order to renew this license. Renewal may not be requested earlier than nine (9) months before the expiration date (NAC 391.070). In order to renew a license, the holder MUST submit:

- The completed application and fee
- Official transcript(s) or certificate(s) of credit
- Completed Child Support Form

Credits may be earned through a regionally accredited college/university, a Nevada Department of Education approved inservice course, or continuing education class (CEU) offered by a provider sanctioned by the Department and who has been pre-approved to offer such a class. Unless otherwise stated, the license holder may take any combination of college/university or State approved inservice (PDE) or pre-approved CEU credits (15 contact hours equivalent to one (1) semester of credit) to fulfill the requirement.

Credits taken to renew a license must:

- Be directly related to the current license/endorsement;
- Enhance the effectiveness of teaching;
- Be in a subject area for which shortages of personnel, as determined by the Board exist; *and/or*
- Be part of an approved program leading to an advanced degree.

Non-traditional renewal credit for travel, teaching at the college/university level or conducting a seminar/workshop, and for full-time employment in an occupational field in which a license has been granted are also available under certain circumstances. Contact the Office of Teacher Licensure for more information regarding these options, if interested.

Credits needed to renew the license must be earned after the issue date of the license and prior to the expiration date of the license.

Reapply

LAURIE STEINHAUS-DELOACH

1947 Silver Crest Ct. North Las Vegas, NV 89031 | 801-669-0763 | ladeloach@q.com

SUMMARY

Dynamic, Seasoned professional experienced in working in a fast-paced environment, requiring strong interpersonal, organizational, and technical skills. Detail-oriented, highly trustworthy, ethical, and resourceful in completing projects and tasks.

COMPUTER SKILLS

Software

- Word, Excel, Publisher, 10-key,

EXPERIENCE

- 7/2007 – 1/2010** **Order Specialist, *Convergys***
- Order specialist for AT&T. Processed hardware orders including main frame, routers and system upgrades. Answered customer questions regarding order status.
- 9/2006 – 6/2007** **CSR, *CVS Pharmacy – Henderson, NV***
- Customer service representative, including order fulfillment, merchandising and brand promotion
- 11/2005 – 9/2007** **Data Entry, *ECMS – Las Vegas, NV***
- Quality control and inspections on firefighter gear.
- 08/1997 – 9/1999** **Legal Secretary, *Law Offices of Ft. Lauderdale – Ft. Lauderdale, FL***
- Legal secretary for an office of three attorneys.
- 08/1986 – 8/1997** **Office Manager, *Cav-Air – Ft. Lauderdale, FL***
- Answered telephones, took messages, filing, accounts receivable, Billing for all maintenance performed on helicopters, monthly tie down billing for all helicopters, kept yearly budget for maintenance performed on several police department helicopters (Florida Marine Patrol, Florida Highway Patrol, DEA, FBI, Broward County Sheriff, West Palm Beach Police Department, and Martin County Sheriff). Made travel arrangements for mechanics to perform annual maintenance in and out of the country, made travel arrangements for pilots, inventory, shipping and receiving, collections, incoming and outgoing mail, computer skills, typing, faxes and 10 key.

EDUCATION

- 1981 High School Diploma, *Coral Springs High School*
- 2013 Cosmetology Certification and License, *Imageworks Academy*

Jenny Davis

702 630-9742

6720 Song Sparrow Court
North Las Vegas, Nevada, 89084
Iteachsci353@cox.net

Objectives

To obtain a blended learning teaching position at Education Academy of Nevada.

Education

Masters of Curriculum and Instruction - 12/2000 | UNLV Las Vegas, Nevada

- Graduate Licensure Cohort - building off of my post graduate work experience in environmental science this program provided one year of teacher training to meet the licensing requirements in Nevada and concluded in masters degree after one year of teaching experience. GPA 3.95

Bachelors of Science in Biology, Minor in Chemistry 8/1993 | Utah State University, Logan, Utah

- While in attendance at USU, I had the opportunity to be employed as an undergraduate research assistant and conducted research that was the source of four scientific journal papers. My coursework had emphasis in microbiology. GPA 3.5

Certificate of Online/Blended Teaching 9/2013 | CCSD PDE, Las Vegas, NV

- The courses I completed have allowed me to reframe the student/parent/teacher partnership, blend my classroom with online curriculum, prepared me to teach online and have helped me engage students in an exciting new way. I especially enjoyed the course: Supporting Credit Recovery in the Online Environment.

Experience - References available upon request.

8/99 - present | Life Science Instructor, Clark County School District

I am licensed to teach all life science courses for grades 6-12 and have taught Biology I, Chemistry I, Applied Biochemistry, Principles of Science, and Biology II Advanced Placement. I have been on many committees during my teaching career, but have enjoyed being on school improvement committees especially during the North West Accreditation process. I have taught for six years at Mojave High School and six years at Las Vegas Academy for Performing Arts. I am particularly excited to teach today's young people in the manner in which they learn best.



State of Nevada

License for Educational Personnel

License No. 0000032560

This License Certifies That

Jenny L Davis

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

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
PROFESSIONAL	SECONDARY	4/19/2013	BIOLOGICAL SCIENCE(11/9/1999) CHEMISTRY(11/9/1999)	5/21/2019	0004
PROFESSIONAL	SPECIAL	4/19/2013	TESL(4/10/2007)	5/21/2019	


James W. Stebbins
 State Superintendent of Public Instruction

Andre Joseph Long

Andre Long
1764 Lily Pond Circle
Henderson, NV 89012

Phone: 702-436-3233
Cell: 702-493-5914
E-mail: AJLong@interact.ccsd.net.

Qualifications

Ability to analyze and implement current practices with a focus on professional and academic achievement. Exceptional communication skills which promote positive interactions with diverse audiences in widely divergent situations.

Work History

1990-Present, Clark County School District, Las Vegas Nevada
Assistant Superintendent (Titled Academic Manager)– Currently supervising 25 schools
Principal, Las Vegas Academy of International Studies, Performing and Visual Arts
Director, Human Resources
Principal, B. Mahlon Brown Junior High School
Principal, Doris French Elementary
Principal, Jacob Manch Elementary
Assistant Principal, Rex Bell Elementary, Ruby Thomas Elementary
Project Facilitator, Federal Programs, Prime 6 Schools (Booker, Fitzgerald, Madison, Gilbert, Carson, and Mackey Elementary Schools)
Teacher, Beckley ES, Lake ES, Tate ES, King, ES, Herr ES

Interpret, communicate, and implement goals of CCSD
Gather and analyze data to identify and implement School Improvement Goals
Interview, hire, supervise and evaluate school staff
Establish relevant procedures to provide continuous school improvement
Create, organize and coordinate continuous staff development to increase student achievement and teacher/administrative accountability
Manage district funds and resources
Effectively communicate with school community to increase family and community involvement to ensure student success

Education

1990-BS, Case Western Reserve University
1990- BM, Cleveland Institute of Music
1994- M. Ed., University of Nevada, Las Vegas

References

William Skorkowsky, Superintendent of Schools, CCSD 702-799-5475
Dr. Mike Barton, Associate Superintendent, CCSD 702-799-5475

Coach and Teacher

Student –focused individual with proven success in motivating youth to achieve goals, while working on strategies and components to create teams willing to work for each other rather than personal accolades. Hold students and staff in high esteem, while making students accountable for their actions. Background includes leadership in the educational and business fields. Proficient in all levels of high school mathematics.

Athletics Experience

Bingham High School

2000-2013

Boys Varsity Basketball Coach 2004-2013

Won 7 Region Championships, 1 State Championship and had a record of 164-72

Boys JV Basketball Coach 2000-2003

Baseball Assistant Coach 2000-2011

Taylorsville High School

1991-1999

Boys JV Basketball Coach 1999

Girls Varsity Basketball Coach 1992-1998

Won 1 Region Championship and had a record of 96-24

Girls JV Basketball Coach 1991

Football Assistant Coach 1991-1999

Teaching Experience

Bingham High School

2000-2013

Instructed students in mathematics from AP statistics through algebra

Taylorsville High School

1991-1999

Instructed students in mathematics from pre-calculus through algebra

Business Experience

Accounting

1988-2013

Over the past 25 years I have been an Accountant/Controller/Financial Advisor for many different companies. Including Liberty Mutual Mortgage, H.E.L.P Services, Automotive Solutions, Malibu Equity Group, to name just a few.

I have been “for hire” consultant to many companies that were in need of business management strategies over the past 25 years. I help them realize their full potential by teaching them financial strategies to get them through the lean times in their business and prepare them for an abundant future.

I have tutored many of my students that have gone on to college, helping them understand all types of math and financial courses they may have enrolled in.

Education

Western Governor’s University	2002-2004
Masters of Arts in Mathematics Education	
Southern Utah University	1988-1990
Bachelors of Science in Physical Education/Coaching with a minor in Mathematics	
Snow College	1986-1988
Associates of Science	

ATTACHMENT B.2.2

COMMITTEE MEMBERS' RESPONSE TO QUESTIONNAIRE

Attachment B.2.2

Response to Questionnaire – Matthew Jackson

Background

1. Will you be at least 18 years old by January 1, 2013?

Yes

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

I became aware of the proposed charter through Andre Long. We have known each other for five years as my mentor and supervisor.

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

I have a strong belief that education needs a fundamental change. We are not keeping up with the fast paced world in which our current students live. With the amount of information that students can access so readily, it is a disservice for us not to push forward. On the board, I can help mold and guide the school in a positive direction with a focus on students. I have the knowledge to be able to help make decisions that can further the school's goals and increase student success. With my years in education, I can focus the school's ability to improve and grow through the years.

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 was in the Houston area for several years and wanted to create a non-profit private school for the performing arts in the area. I had applied with the state and had been accepted. Afterwards, I began the application for the non-profit status. In the process, I worked with two other individuals to create the Board of Directors. I was the President and liaison for the school. I made contacts with companies and through the boards help, created the proposal that was sent to other groups for approval and to receive donations.

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

I understand that the role of the board is to make sure that the Director is performing his duties adequately and that the school is meeting their goals.

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

I have worked in education for 16 years. In those years, I have been a teacher and an administrator. I have worked in Mathematics, which will give me the knowledge to work with the Director on Mathematics instruction. I have taught Spanish which will allow me to communicate and give insight with our ELL population. I have also completed various tasks as an administrator, such as testing coordinator, creator of the master schedule, supervisor, and attendance and discipline, which will give me a unique perspective and help with analyzing data we receive from 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? What will it be like after four years?

Towards the end of the first year, I imagine that the school will be fully staffed with at least 1000 students attending. Teachers and Administrators will be housed in a facility that parents and students will be able to attend. Every child will have a laptop and access to programs and activities that will enhance their learning. Parents will be involved in the day-to-day operation and helping with activities. After four years, I see the school having at least 4000 students across the state. I see a full staff and an extra site location for the increase in population. I see the school exceeding standards and goals for the state and being an example to other virtual schools. I see teachers and staff going to other cities and states for instructional training and improvement. I also foresee an expansion of the staff and the discussion of creating an actual school site. The school will have incorporated grades 1-5 into the program and be developing curriculum for this purpose. I also see the school creating its own curriculum, much like K-12 does. I see parents giving tremendous amounts of time and input to continue to improve the school.

Educational Philosophy

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

The mission of the school is to empower students to attain success through innovative technology. The philosophy of the school is to have students who are well-rounded individuals and have been given motivation to realize their own potential. The school is looking for dedicated teachers who are motivated and enthusiastic about learning and can instill that feeling in students. Also, the school wants the educational program to be innovative, exciting, and engaging for students so that they will want to continue on in their studies. This engagement should be accomplished through teachers, students, and staff to help the community thrive. Teachers can accomplish this through great lessons and differentiated instruction. The staff can help by maintaining high standards and making sure that teachers are following through. Students can accomplish this by coming to class with focus and complete attention to detail. The parents will support this idea by checking on student's progress and continual monitoring of the classroom and teachers. Through these connections the school hopes to foster a school of great familial support and that parents have a place to go when concerns arise, they need guidance or counseling, or want to volunteer their services.

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

The School plans on being a Virtual and Distance Learning program. The school will offer online courses to students in the local school district and other districts in Nevada. Teachers will be hired to supervise, answer questions and instruct those students on a daily basis. Administration will be put in place to monitor the teachers and make sure that all the necessary school goals are met. Resources, Technology, and Counseling Services will be outsourced to make sure that all possible contingencies will be in place. The school will place a big emphasis on familial involvement and try to get parents to visit the school, volunteer their time to help, and work to make sure that the school improves and their child is successful.

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

The characteristics of a successful school are innovative teaching, student engagement, familial support, and continual monitoring and improvement on school goals. First, the board will need to continue to monitor the school reports and visit the school site often to stay in contact with the administration and teachers. The board will need to attend trainings to help foster learning and growth for the board and to help the school develop and maintain its goals. Next, the board will need to invite parents and stakeholders to meetings to foster communication and receive information vital to improvement of the school. The board will also have to evaluate the director of the school to make sure that school goals are being met. Finally, the board will need to make recommendations to the school about how to improve on their goals.

Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective board/CFS (Committee to Form the School) members? If so, please indicate the name of the person and the relationship.

I know all of the members of the committee to form which might become the Board members should the charter be accepted. I have met with Laurie DeLoach, parent, on several occasions to discuss the charter application and answer questions about concerns she has had. I have known Andre Long for five years. He was my principal, supervisor, mentor, and friend and we have met on many social occasions. He is currently one of the Academic Advisors for Clark County School District. I also know Jennifer Davis who is a teacher. I met her when I was an administrator for a school she worked at. She was an excellent science teacher. I did not directly supervise her but was aware of her abilities. We worked together for three years and since then have not been in touch until just recently.

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

Jennifer Davis who was mentioned above has shown interest in working as a teacher for the school.

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

No

14. If the school proposes to partner with an Educational School Provider (ESP), Educational Management Organization (EMO), or a Charter Management Organization (CMO), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

We do not propose to have an EMO, CMO, or ESP at this time.

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?

We do not intend to partner with an EMO/CMO/ESP.

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

We do not intend to conduct business with an EMO/CMO/ESP.

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.

I do not foresee any ethical or legal conflicts of interest.

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 report this incident to the Board Director and ask that they begin to investigate whether these allegations are true. Parents and stakeholders should be invited to a special board meeting to discuss what they might know about the situation. If found that the Board member is self-dealing, the Board member should be removed by a Majority vote of the Executive Board, or other Board members should the Executive Board be involved.

Attachment B.2.2

Response to Questionnaire – Laurie Deloach

Background

1. Will you be at least 18 years old by January 1, 2013?

Yes

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

As disclosed under Question #11, Andre Long and Matthew Jackson became aware of the fact that I was planning on re-locating back to the Las Vegas area. They asked me if I would like to serve on the board to serve as a voice for parents of students who are currently school-aged and also knowing of some of the difficulties I have encountered as parent in the Utah Educational System.

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

I believe that a parent serving on the Board will benefit the school in that school administrators will be able to hear, first-hand, the concerns and perspectives of parents who are trying to educate their children in this day and age.

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, however I wish to serve because I am a parent of children who have been bullied and I think that would be able to bring in the point of view of a parent who feels that their children need an educational alternative to the traditional “brick and mortar” school that is so pre-dominate today.

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

I feel that my role would be to help create a school that would allow all students to maximize their potential.

.

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

As mentioned earlier, I am a parent of two children (14 and 9). I can identify with their personal struggles and as a parent, I can present point of view to the board at large.

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

After the First and Fourth Year, it is my belief that the structure of the school should allow students to learn at a faster pace without the distractions seen in a traditional school model. It is my hope that besides having more students to serve, the school would serve as an outlet for parents of non-native English speaking students, as well as their children to better assimilate into our society.

Educational Philosophy

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

I want the school to be a place where teachers are passionate about their craft, students are passionate about learning, parents feel they have a voice, and ultimately to mold students so that they are fully prepared to have a positive impact on society.

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

Yes, the Learning Compass Odyssey Program will be applied in a manner that will ensure that not only the teachers are presenting the material, but the students are actually learning the material with the administration, teachers and parents being able to work hand in hand to track ALL students' progress.

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 one where students, teachers, administrators and parents all share a common vision that ultimately leads to well-rounded, productive students assuming a positive, contributing force to society. This would be accomplished by a constant cycle of feedback between all of the aforementioned groups.

Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective board/CFS (Committee to Form the School) members? If so, please indicate the name of the person and the relationship.

Yes. Andre Long has been a friend for almost 10 years. I met Matt Jackson through Andre. I have known Mark Dubach for about 5 years. He has been my financial advisor for that time

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

No.

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

No.

14. If the school proposes to partner with an Educational School Provider (ESP), Educational Management Organization (EMO), or a Charter Management Organization (CMO), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

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?

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.

None.

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

If I suspected such activity were taking place, I would immediately contact the appropriate authorities connected with the Nevada State Board of Education.

Questions from Appendix 1 for Committee to Form

Jenny Davis

Background

1. Will you be at least 18 years old by January 1, 2013?

Yes.

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

I was asked by my former colleague Matthew Jackson.

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

I find it an exciting opportunity to be on the ground level of a wonderful opportunity, I am very curious about blending learning and am looking forward to learning from this experience.

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 had the opportunity but am excited to have the experience, I am always amazed at what a few dedicated people can do when working to a common goal and am up to the challenge.

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

My understanding of the appropriate role of a public charter school board member is to hold up the mission statement and make sure that the charter is meeting the public trust given them to educate children using the best teaching practices available.

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

I will bring the experience and knowledge I have gained during my 12 year teaching career. I have also been a parent for 12 years and have one gifted and talented child and one child who is

a struggling child with a 504 plan. I have just completed the CCSD blended learning certification training, so I feel I have a lot of relevant experiences that I will bring to the board.

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

At the end of the first year I would expect, that programs in place to build our parent, student, teacher community is are going strong and we have created a strong, involved, supportive learning center community. After four years I would like to see us serving as many students as possible, it would be great if we had a brick and mortar school by this point (but not necessary) to help anchor us in our community.

Educational Philosophy

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

My understanding of the school's mission is to empower achievement through technology innovation and family support, which sounds like a great formula to me.

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

Although I have yet to instruct an online class, I know the LMS systems and curriculum programs that are going to be used are successful. I feel since I have been a student in many online courses I have an understanding of what makes a good facilitator in an online class and that is planning and communication, which are very important in our educational program so I think we are destined for success.

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

Building a learning a community supported by parental involvement is crucial so we will have to focus on that and providing parents and students with timely feedback and communication is also vital to ensure success.

Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective board/CFS (Committee to Form the School) members? If so, please indicate the name of the person and the relationship.

I have worked with Andre Long and Matthew Jackson. My husband is friends with Andre Long.

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

My spouse and I do not have pre-existing relationships with prospective school employees, to the best of my knowledge.

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

No.

14. If the school proposes to partner with an Educational School Provider (ESP), Educational Management Organization (EMO), or a Charter Management Organization (CMO), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

I am unaware at this time of any ESP, EMO or CMO associated with the school. Additionally, we do not know any individuals associated with these organizations.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the EMO/CMO/ESP?

No.

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

No.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

I do not foresee any potential ethical or legal conflicts that prohibit my service.

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

I would immediately report my suspicions.

Questions from Appendix 1 for Committee to Form

Andre Long

Background

1. Will you be at least 18 years old by January 1, 2013?

Yes

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

I began informal talks with Laurie Deloach whom I meant through friends several years ago. She expressed her frustrations with public schools both in Utah and Nevada. I also had informal discussions with Matthew Jackson because I knew he had expressed an interest in establishing a private school while in the Houston area. While I believe public schools do a great job, they cannot meet the needs of everyone due to large class sizes and restrictions. We all began to talk about the possibility of meeting those needs by establishing a charter that was innovative, engaging, and promoted family involvement.

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

I believe that students and parents should be given choice. Public schools are not for everyone and viable options need to be made available so that all students have a chance for success.

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.

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

The role of a charter school board member is to establish and assist in maintaining a school where all students have the potential for success. A board member must be flexible and continually reflective to meet the needs of students and families. A board member ensures that

the Director of the school his successfully performing his/her duties and that established school targets are met.

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

I have 24 years in the field of education. I have served as a teacher, assistant principal, a principal at elementary, middle, and high schools, and Human Resources Director. I currently serve as an Assistant Superintendent (Titled Academic Manager). My role includes supervising 25 schools in the Clark County School District.

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?

Success at the end of the first year would be marked by content families, growth in student achievement, and growth in student population for the second year. Future successes would involve increased offerings and students demonstrating academically that they are achieving at or above their peers locally and nationally.

Educational Philosophy

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

The mission and philosophy of the school involve students and families being empowered to participate in innovative programming that is engaging and technologically interactive.

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

The school's programming is researched based and designed so that students are not passive in their learning. All programming requires students to be highly engaged to reach their potential academic success. Continual assessment allows students to work at their own pace.

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

A school is only deemed successful if their students reach state/national mandated targets. Continual adjustments in programming must occur if students are not being successful.

Assessments must not only be given annually. They must occur frequently to meet the needs of individual students so that teachers can make appropriate adjustments to their instruction so that all students learn.

Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective board/CFS (Committee to Form the School) members? If so, please indicate the name of the person and the relationship.

I know three members of the board. Matthew Jackson worked as my Dean of Students while I was principal at the Las Vegas Academy. Jenny Davis was a Biology teacher at the Las Vegas Academy while I served as principal. I met Laurie Deloach several years ago although we did not establish a personal relationship. I was informed of her return to the Vegas area through friends who instructed her to contact me regarding the educational needs of her children.

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

No

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

No

14. If the school proposes to partner with an Educational School Provider (ESP), Educational Management Organization (EMO), or a Charter Management Organization (CMO), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No. There is no intention to conduct business with EMO/ESP or CMO.

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?

There is no intention to partner at this time.

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

At this time, there is not intention to conduct business with an EMO/CMO/ESP.

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.

I do not foresee any conflicts of interest. Although I am a public school official, I believe that in healthy competition and the modern family needs to be provided options so that every student can be successful.

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 believe all parties involved need to be transparent. Suspected board members should be brought to the attention of Director of the Board and a full board meeting scheduled to address the issue. Appropriate action can then be determined.

**Questions from Appendix 1 for Committee to Form
Mark Dubach**

Background

1. Will you be at least 18 years old by January 1, 2013?

Yes

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

I have known Laurie DeLoach for more than 5 years. I have been her tax advisor and completing all of her and her family's taxes for that time. She approached me regarding the school knowing of my experience and many years in finance.

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

I love kids and can see a need for this type of school.

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 would like to serve on the board to find out the workings of starting a school and helping in any way that I can.

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

To vote on and make sure things are being set up in the best interest of students.

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

A 25 year accounting background and math tutor

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?

As a startup school it will work to gain a strong student base with a great relationship with its parents and community. After 4 years it will be well established and gotten through all the bumps and bruises of a new school and be well on its way to building a strong tradition of excellence.

Educational Philosophy

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

To give students an opportunity through online learning to succeed at a pace that suits them and is not dictated by a bell.

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

It covers all of the core classes as well as opportunities for students to reach out in their individual interests.

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

A school that focus on student success and strong community support. The board will need to ensure this is happening and follow the established policies and procedures to keep the school on the proper track.

Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective board/CFS (Committee to Form the School) members? If so, please indicate the name of the person and the relationship.

No

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

No

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

No

14. If the school proposes to partner with an Educational School Provider (ESP), Educational Management Organization (EMO), or a Charter Management Organization (CMO), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

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?

No

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

No

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

No

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

I would let the board know and work to eliminate that person.

ATTACHMENT B.2.4

ASSURANCES

Statement of Assurances

Revised December, 2012

1. The charter school herein named, The Education Academy of Nevada, 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

Matthew Jackson
Name Printed

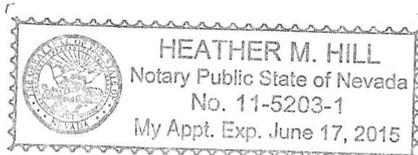
Committee to Form
Title

7/31/13
Date

Subscribed and sworn to before me

This 31 day of July 2013
date month year

Heather M. Hill
(Notary Public Seal)



Statement of Assurances

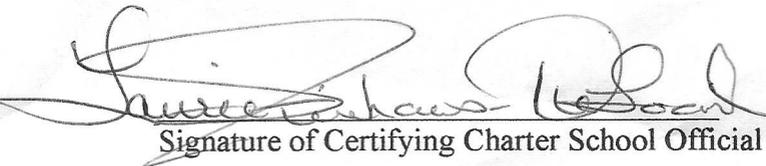
Revised December, 2012

1. The charter school herein named, The Education Academy of Nevada
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, 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 of Certifying Charter School Official

Laurie Steinhaus-DeLoach
Name Printed

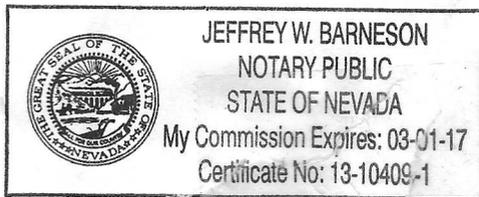
Title

7/30/13
Date

Subscribed and sworn to before me

This 30 day of July 2013
date month year

(Notary Public Seal)



Statement of Assurances

Revised December, 2012

1. The charter school herein named, The Education Academy of Nevada
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, 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.

Jenny L. Davis
Signature of Certifying Charter School Official
Board to Form Member
Title

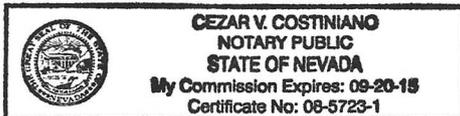
Jenny L. Davis
Name Printed
8/19/13
Date

Subscribed and sworn to before me

This 19th day of AUGUST 2013
date month year

(Notary Public Seal)

Cezar V. Costiniano
NOTARY PUBLIC



Statement of Assurances

Revised December, 2012

1. The charter school herein named, Education Academy of Nevada
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, 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.

<u>Andre Long</u> Signature of Certifying Charter School Official	<u>Andre Long</u> Name Printed
<u>Committee to Form Member</u> Title	<u>8/26/2013</u> Date

Subscribed and sworn to before me Eva Degilormo

This 26th day of AUGUST, 2013
date month year

(Notary Public Seal)



Statement of Assurances

Revised December, 2012

1. The charter school herein named, The Education Academy of Nevada, 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.

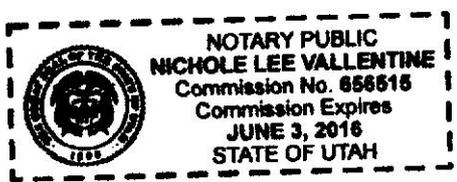
Mark Dubach
Signature of Certifying Charter School Official
COMMITTEE TO FORM
Title

MARK DUBACH
Name Printed
8/21/13
Date

Subscribed and sworn to before me

This 21 day of 8 2013
date month year

(Notary Public Seal)



State of Utah)
County of Salt Lake)
On this 21 day of August, in the year 2013,
before me Nichole Valentine, a notary public,
personally appeared Mark Dubach,
proved on the basis of satisfactory evidence to be the person(s)
whose name(s) (is/are) subscribed to this instrument, and acknowledged
(he/she/they) execute the same. Witness my hand and official seal.
Notary Public Nichole Lee Valentine Commission Expires 6-3-16

ATTACHMENT B.3.2

DISTANCE EDUCATION APPLICATION

DISTANCE EDUCATION PROGRAM

APPLICATION COVER PAGE

CERTIFICATION

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

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

Matthew Jackson / Liaison Committee to Form
Name and Title (Please type)


Signature

Indicate the date the applicant's board of trustees, governing body or committee to form a charter school met to approve the submission of this application: August 18th, 2013

APPLICANT INFORMATION

Applicant (Name of School District or Charter School)	Mailing Address (Street, P.O. Box, City/Zip)
The Education Academy of Nevada	6512 N. Decatur Blvd., Ste.130-332 Las Vegas, NV 89131
Name and title of authorized contact person	Telephone number of authorized contact person
Matthew Jackson Liaison Committee to Form	702-334-9223 Fax Number
	Email address: mwj221975@yahoo.com

Date Received By Department:

Section 1:

The Education Academy of Nevada is submitting the documentation for Charter Application and the Distance Education Application at the same time. This allows for the school to open for the August 2014 school year and allow the months of March – May to be used for recruitment. The Education Academy will be an online distance education school and will not offer a brick-and-mortar program.

The following document contains the courses that will be offered, the grade-level, and the vendor that has provided them. We will be using a combination of Aventa and Compass Learning courses that have been pre-approved. We are not creating courses of our own this year.

Course Title	Grade Level	Course Vendor
Odyssey English 6	6	Compass Learning
Odyssey Math 6	6	Compass Learning
Odyssey English 7	7	Compass Learning
Odyssey Math 7	7	Compass Learning
Odyssey English 8	8	Compass Learning
Odyssey Math 8	8	Compass Learning
Odyssey Pre-Algebra (Honors)	8	Compass Learning
Odyssey English I	9	Compass Learning

Odyssey English II	10	Compass Learning
Odyssey English III	11	Compass Learning
Odyssey English IV	12	Compass Learning
Odyssey Advanced/AP Calculus	8-12	Compass Learning
Odyssey Algebra I	8-12	Compass Learning
Odyssey Earth/Space Science	8-12	Compass Learning
Odyssey Health	8-12	Compass Learning
Odyssey Physical Science	8-12	Compass Learning
Odyssey US History I	8-12	Compass Learning
Odyssey Advanced/AP American Government	9-12	Compass Learning
Odyssey Advanced/AP Beginning Algebra	9-12	Compass Learning
Odyssey Advanced/AP Biology	9-12	Compass Learning
Odyssey Advanced/AP College Algebra	9-12	Compass Learning
Odyssey Advanced/AP Intermediate Algebra	9-12	Compass Learning
Odyssey Advanced/AP Macroeconomics	9-12	Compass Learning
Odyssey Advanced/AP Microeconomics	9-12	Compass Learning
Odyssey Advanced/AP Physics I	9-12	Compass Learning

Odyssey Advanced/AP Pre-Calculus	9-12	Compass Learning
Odyssey Advanced/AP Public Speaking	9-12	Compass Learning
Odyssey Advanced/AP Trigonometry	9-12	Compass Learning
Odyssey Algebra II	9-12	Compass Learning
Odyssey Biology	9-12	Compass Learning
Odyssey Chemistry	9-12	Compass Learning
Odyssey Earth/Space Science	9-12	Compass Learning
Odyssey Economics with Personal Finance	9-12	Compass Learning
Odyssey Geometry	9-12	Compass Learning
Odyssey Health	9-12	Compass Learning
Odyssey Physics	9-12	Compass Learning
Odyssey Pre-Calculus	9-12	Compass Learning
Odyssey Trigonometry	9-12	Compass Learning
Odyssey US Government	9-12	Compass Learning
Odyssey US History II	9-12	Compass Learning
Odyssey World Geography	9-12	Compass Learning
Odyssey World History	9-12	Compass Learning

Course Title	Grade Level	Course Vendor
Science 6	6	Aventa
Social Studies 6	6	Aventa
Science 7	7	Aventa
Social Studies 7	7	Aventa
Science 8	8	Aventa
Social Studies 8	8	Aventa
Art 6	6	Aventa
Art 7	7	Aventa
Art 8	8	Aventa
Career Explorations	8	Aventa
Health 6	6	Aventa
Health 7	7	Aventa
Health 8	8	Aventa
Music 6	6	Aventa
Music 7	7	Aventa
Music 8	8	Aventa
Physical Education 6	6	Aventa

Physical Education 7	7	Aventa
Physical Education 8	8	Aventa
World Language Survey	6-8	Aventa
Grammar & Composition	8-12	Aventa
Creative Writing	9-12	Aventa
Journalism	9-12	Aventa
Art Appreciation	9-12	Aventa
Flash Animation	9-12	Aventa
Digital Photography	7-12	Aventa
Digital Video Production	9-12	Aventa
Music Appreciation	9-12	Aventa
Computer Fundamentals	7-12	Aventa
Game Design	9-12	Aventa
Web Design	7-12	Aventa
Java Programming	9-12	Aventa
Programming II (VB Net)	9-12	Aventa
Psychology	9-12	Aventa
Sociology	9-12	Aventa
Civics	9-12	Aventa

Accounting	9-12	Aventa
AP Art History	11-12	Aventa
AP Calculus BC	11-12	Aventa
AP Chemistry	11-12	Aventa
AP Computer Science A	11-12	Aventa
AP English Language	11-12	Aventa
AP English Literature	11-12	Aventa
AP Environmental Science	11-12	Aventa
AP European History	11-12	Aventa
AP French Language	11-12	Aventa
AP Physics B	11-12	Aventa
AP Psychology	11-12	Aventa
AP Spanish Language	11-12	Aventa
AP Statistics	11-12	Aventa
AP US History	11-12	Aventa
AP World History	11-12	Aventa
Consumer Math	9-12	Aventa
Integrated Math	9-12	Aventa
Physical Education	9-12	Aventa

Nutrition & Wellness	9-12	Aventa
Career Planning	9-12	Aventa
Driver's Education	9-12	Aventa
Life Skills	9-12	Aventa
Spanish I	7-12	Aventa
Spanish II	7-12	Aventa
Spanish III	9-12	Aventa
Spanish IV	9-12	Aventa
French I	7-12	Aventa
French II	7-12	Aventa
French III	9-12	Aventa
French IV	9-12	Aventa
German I	9-12	Aventa
German II	9-12	Aventa
German III	9-12	Aventa
German IV	9-12	Aventa
Japanese I	9-12	Aventa
Japanese II	9-12	Aventa
Mandarin Chinese I	9-12	Aventa

Mandarin Chinese II	9-12	Aventa
Latin I	9-12	Aventa
Latin II	9-12	Aventa
Algebra I Foundations	8-12	Aventa
American History Foundations	9-12	Aventa
Biology Foundations	9-12	Aventa
Earth Science Foundations	9-12	Aventa
English I Foundations	9-12	Aventa
English II Foundations	9-12	Aventa
English III Foundations	9-12	Aventa
English IV Foundations	9-12	Aventa
English I Credit Recovery	9-12	Aventa
English II Credit Recovery	9-12	Aventa
English III Credit Recovery	9-12	Aventa
English IV Credit Recovery	9-12	Aventa
Geography Foundations	8-12	Aventa
Geometry Foundations	9-12	Aventa
Health Foundations	9-12	Aventa
Physical Science Foundations	8-12	Aventa

World History Foundations	9-12	Aventa
Algebra I Credit Recovery	8-12	Aventa
Algebra II Credit Recovery	9-12	Aventa
Geometry Credit Recovery	9-12	Aventa
Biology Credit Recovery	9-12	Aventa
Earth Science Credit Recovery	9-12	Aventa
Physical Science Credit Recovery	8-12	Aventa
American History Credit Recovery	9-12	Aventa
American Government Credit Recovery	9-12	Aventa
Geography Credit Recovery	8-12	Aventa
World History Credit Recovery	9-12	Aventa
Health Credit Recovery	9-12	Aventa
Physical Science Credit Recovery	9-12	Aventa
Spanish I Credit Recovery	7-12	Aventa

Section 2:

The Education Academy of Nevada is a distance education program so all students that attend will be enrolled in the distance education program. We will allow part-time and full-time students from other school districts or charter schools in Nevada and will detail the process in this section. Prospective students and parents will understand that this is a distance education

program through the marketing materials presented, such as: website, brochures, etc. and the application process.

Per *NAC 386.353 subsections 1(a), and 8(a)*, The Education Academy has requested to limit enrollment to 1000 students across grades 6 -12 during its first year of operation. The Education Academy is submitting an application to limit enrollment to the Superintendent of Public Instruction (included with the Education Academy of Nevada Charter Application).

Grade	Projected Enrollment
6	30
7	55
8	85
9	165
10	180
11	210
12	275

The numbers listed in the table are an estimated enrollment for year one of the Education Academy. If during the enrollment period the actual enrollment number surpasses the limit of 1000, a lottery will be put in place, as described in the charter application, *Section B.3, Attachment B.3.7; Lottery System*.

There will be allowances for fluctuation should one grade level not meet the projected enrollment. For instance, should only 15 6th grade students enroll, the other 15 spots will be added to a grade level that may have already reached capacity. These numbers are the same for the Education Charter Application cover page.

Enrollment:

1. The student will go online to the Education Academy website and download the application to enroll (see Attachment 2). The application must be completed in its entirety and be submitted either electronically or by mail to the main office. The application must include:
 - a. Parent Signature
 - b. Current School Administrator's Signature of Approval
 - c. Current Demographic Information
 - d. Current Transcript
 - e. Immunization Records
 - f. Attachments for Special Services if necessary
2. Once the application has been received, the parents and student will meet with the Director to discuss enrollment. Decisions about enrollment that will be considered are:
 - a. Student able to demonstrate motivation and skill level to work independently at home.
 - b. Student has the ability to participate in one-to-one class time with the instructor.
 - c. Students with IEP's can be accommodated in an online learning environment.
3. Once accepted, the parents and student will meet with the Registrar to make sure that all transcripts from the district have been received and evaluated.
4. Next, the student and parents will meet with a counselor to develop a schedule for the student.
5. Finally the student will be provided the computer and money necessary for the Internet connection and attend an orientation where they will acknowledge and sign the student contracts.
6. Should special education services be required, an IEP meeting will be held the day of orientation to make sure that all appropriate accommodations for online learning are approved. Some possible accommodations are as follows:
 - a. Extended time on assignments
 - b. Five attempts to redo an assignment

- c. One-on-One collaboration for 30 minutes with instructor during tutorial time
- d. Remediation with a tutor in their district on math and reading skills

The Education Academy of Nevada is providing this service free of charge. There will be no need for reimbursements to other school districts or charters. TEANV will be placing in their budget the money to cover the cost of the class, as well as, providing students with any technology they may need and a stipend to pay for extra electives they may be interested in taking.

Credit Recovery:

Students that are not full-time and wanting to make-up coursework they have not passed are going to be in the credit recovery process. Only students who are in grades 11 or 12 will be accepted for credit recovery. The students will be expected to take their courses outside of their normal school day or during a learning lab scheduled from their school. Students will be expected to take their courses consecutively so as to give their full, undivided attention to the process. They will be allowed to take up to two courses per semester. The first course will start the first week after school begins. The course will end at the end of the first nine weeks. The second course will begin at the beginning of the second nine weeks and end at the semester. Students will login during credit recovery time each day during the first 15 minutes of the class. The teacher will monitor their attendance and make sure that assignments and tests are completed. These students will have access to tutorial time just as any other student.

Regular Enrollment:

Students will be enrolled consecutively in up to 8 courses. The students will have a designated time to take each course during the school day just like a regular classroom setting. The students will login in the first 30 minutes of the course to take attendance. This will be documented and stored in the Infinite Campus program. They will attend the classes for the semester and complete the required curriculum. The start and end time for the courses will be based on each semester of the school year.

Section 3:

Education Academy will document and maintain participation through Odyssey. Odyssey allows us to monitor:

1. Student turning in assignments and exams on time
2. Students being on pace to complete coursework in a timely manner
3. Students logging on and how often

At Education Academy, we will expect students to log on multiple times in one day. They will not only work on their courses on their own time but also attend lectures with the teachers through Skype or other virtual formats. This will take place daily and allows the teacher to make sure they are completed with coursework by the end of the semester. When a student does not log on in the first 30 minutes of each class he is considered absent. Once a student is considered absent, the parents and the student will be notified.

Teachers will be asked to make weekly communications with the students using the following methods: video chat, email, internal messaging, and phone. Our teachers will also expect that students, on occasion, will meet face-to-face to expand the classroom setting. If a student is absent, a teacher will contact the parent or student to determine what help and/or support that they might need. Also, if they missed any extra notes or lecture that was not sent to them, they will be asked to attend tutorial time to make-up the missing work/notes.

Parent-teacher conferences will be held at least once per semester either through video chat or in-person. Parents are allowed to contact the teachers at any time and will have the same access that teachers do to monitor their student's progress and absences.

Infinite Campus will function as the master register of enrollment and attendance.

Students from other districts who choose to become full-time students will need to complete the application process in mentioned in section 2, thereby becoming our student. TEANV will take over the students' attendance, discipline, and grades. These records will be kept in Infinite

Campus and can be requested to be sent back to the original district should the student decide to no longer be a full-time student at Education Academy.

Part-time students from other charters or districts will be expected to follow the same regulations as full-time students but have two sets of attendance records. One set of records will be from the Education Academy and will be sent once a week as above. The school the student is attending will maintain the other records.

1. The student must login the first 30 minutes of the class.
2. The teacher will take attendance in Infinite Campus
3. The attendance will be sent via a report printed daily through Infinite Campus to the original school
4. Grades when completed will also be sent via a report to the original school
5. Should the systems be compatible, and then they will be sent via the program.

Section 4:

The Education Academy is utilizing standardized exams, both national, state, and local, to determine our achievements. We do believe in Mastery learning which will allow students to master material on their own time.

All courses will have a proctored final exam. Licensed teachers when taking the examination will monitor students. The school will reserve a centralized conference hall for students to take their exams. Teachers will be asked to attend these dates as proctors for the examinations.

Testing:

Students requiring testing to include state mandated examinations, proficiency exams, CRT's, NAEP, end-of course examinations and national examinations such as ACT and SAT will be expected to participate at a main site in Clark County designated by the school. Should a student not be able to attend this testing center, the Director may approve to test the student at an agreed

upon site. For students enrolled full time in TEANV and separated from the school by great distances, the school will contract with the student's original school district to proctor the exam. Should an appropriate proctor not be available, TEANV will send a proctor to the location at our expense. Exams will be carefully controlled and handled by proctors of the original school district or delivered by professionals from TEANV. TEANV Part-Time students will be tested by the district or charter school with primary enrollment responsibility. TEANV will adhere to all state regulations applicable to test-security when administering high stakes assessments.

Section 5:

All student work will be submitted through the Odyssey Program.

Each student will be expected to complete a final exam for each course. Students will have the opportunity to complete exams early but they are not allowed to complete them late. The students have until the end of the semester to complete the coursework. Coursework that has not been completed will be considered a zero and documented in the teacher's Gradebook.

All the assignments are submitted through Odyssey and then the teachers will keep their Gradebook records in Infinite Campus. The teachers are responsible for all the grading and feedback. The teacher will insure the determination for the final grade for the course:

1. Completion of assignments and tests/quizzes
2. Passing marks of 70% or higher have been achieved on each assignment or test
3. All course requirements and goals, per Nevada standards, have been met
4. Attendance has been verified through Infinite Campus

Grades will be due to the Director several times during each semester. There will be two nine-week periods and two mid-term progress reports that must be turned in. The Director will give a deadline for the turning in of these reports at least one week prior. The teachers will submit final grades to the Director and then meet with him about students' grades to verify accuracy. Once

completed, the Director will approve the grades to be posted in Infinite Campus where the Registrar will permanently store them.

Students must achieve a 70% or higher to receive credit on assignments/quizzes/ and tests. Students will be allowed to resubmit an assignment but not quizzes and tests. The student must receive a 70% or higher in order to receive credit for the course. Students that do not pass the course will have opportunities for make-up.

Make-Up:

1. A student who receives below a 70% on an assignment may complete a complimentary assignment that is assigned by the teacher.
2. Teachers will allow this up to 3 times and then must record the final grade on the 3rd attempt.
3. Teachers will offer tutorial time after school for students to get help and ask questions on assignments.

Documentation and storage of information will not only be in the system but also in locked fireproof cabinets that will be only available to the Director and certain personnel.

Section 6:

Teachers will be responsible for the direct monitoring of students' progress during the course. Teachers will be recording weekly attendance and grades in Odyssey. Each week the teacher and the Director will meet to verify that this is occurring.

Odyssey tracks all assignments that are submitted, and every grade awarded for the assignments. During the weekly meetings, the teacher will meet with the Director to discuss the progress of the students. If a student is determined to be struggling, the teacher will initiate contact with the parents to offer help.

The teacher will be using differentiated instruction for students who are not as far along in reading or mathematics. There will be tutorial times offered after the school setting for students to get one-on-one help. The students are asked to communicate with the teachers daily about any concerns they might have. Should problems persist, the teacher might recommend a RTI process to determine if other issues might need to be addressed. During this process, tutors in the local area will be found to help the students with one-on-one remediation.

Parents will have the same access to the class as the students do and can be part of the course to help and guide their child and monitor student progress. They will be able to see assignments, grades and get feedback just like the teachers will. They are always welcome to contact the teacher with concerns as well.

Teachers will be using the current grades and behaviors in the course as triggers for identifying pupils who are having difficulty. Should a student's grades suddenly change, reclusiveness or avoidance during lectures, acting out or misbehaving, falling extremely behind in the assignments and difficulty explaining material will be used to determine if there is a concern. Excessive absenteeism is also one of the factors that will be looked at when determining if a student might need extra support.

Addendum 1: Education Academy of Nevada Proctor Policy

Proctor Policy

PROCTOR QUALIFICATIONS

Thank you for taking time out of your busy day to proctor this student! Here are the requirements to serve as a proctor for an Odyssey, National, or State assessment. If you do not fit these criteria, invite the student to find another proctor.

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

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

LOCATION

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

- A. Place (Clark County Library, Henderson Convention Center, etc.): _____
- B. City: _____
- C. State: _____
- D. Zip: _____
- E. My phone number _____
- F. My email _____

PROCTOR RESPONSIBILITIES

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

- A. Ask the student for his/her cell phone, and hold it during the assessment
- B. Hold all backpacks, books, and anything else not directly on the student's person until the assessment is over.
- C. Ensure the student does not access the Internet or other resources during the assessment. (unless approved through 504 or IEP accommodations)
- D. Walk around the room and monitor student behavior

IF A PROBLEM ARISES

Email the teacher of the class if you experience any technical glitches. The student will know the teacher's email address. Should a disciplinary action need to be taken, contact the Director immediately.

By signing, I hereby agree to the terms listed above:

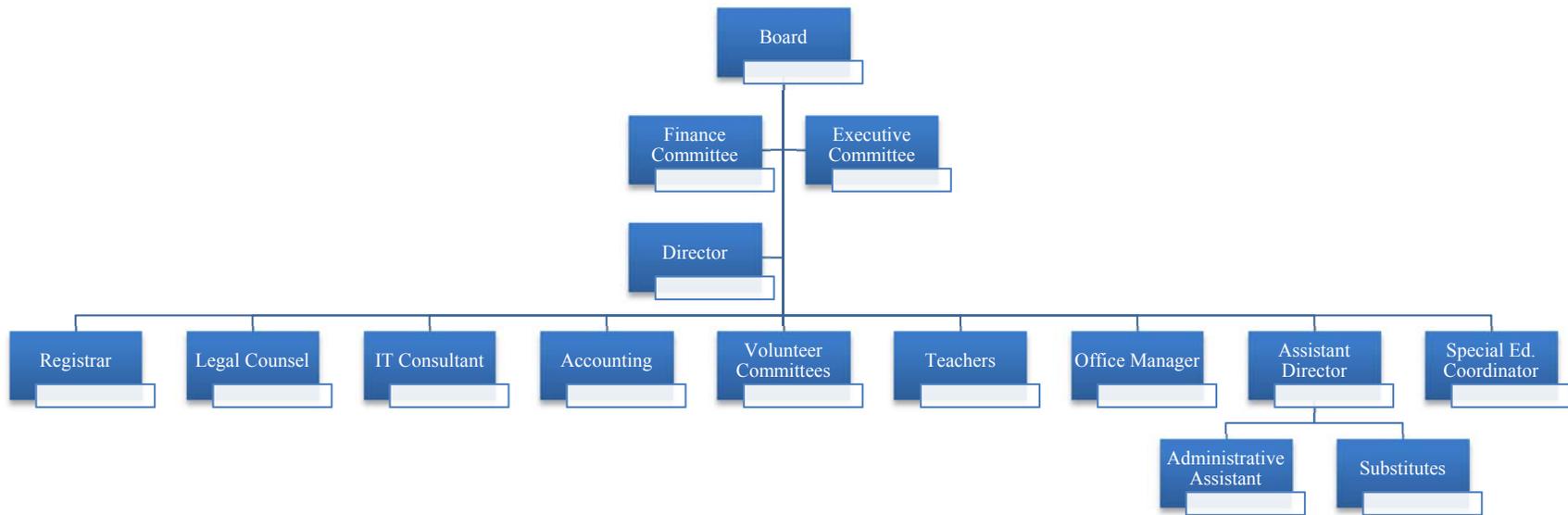
Teacher Signature: _____ Date: _____

ATTACHMENT B.3.3

ORGANIZATIONAL CHART

Attachment B.3.3

Organization Flow-Chart



ATTACHMENT B.3.7

LOTTERY DESCRIPTION

Attachment B.3.7 Lottery Description

For the situations identified below, only, our school will establish and advertise an enrollment window from May 5th to August 1st 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 assigned an enrollment order number; instead, a second lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.

7. As space becomes available, pupils from the waiting list will be enrolled in the school.
8. The waiting list enrollment order will be determined by lottery.
9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
11. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.
12. The Committee to Form our Charter School includes a person who intends to enroll their child in the school, knowing that the luck of the lottery may preclude the child's enrollment; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined. If the lottery determines that the person's child can't get into the school, the board will add the parent of a child who did make it into the school. The first "parent" need not necessarily leave the board, all other requirements and restrictions considered, but our board will include the parent of an enrolled child once the board knows who is enrolled in the school.
13. If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

ATTACHMENT C.1.1

BUDGET YEAR 1 – 2014/2015

JAMES W. GUTHRIE
Superintendent of Public Instruction

STATE OF NEVADA

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway
Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450

RORIE FITZPATRICK
Deputy Superintendent
Instructional, Research and Evaluative
Services



DEBORAH H. CUNNINGHAM
Deputy Superintendent
Administrative and Fiscal Services

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

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

Charter School Budget

The Education Academy of Nevada herewith submits the TENTATIVE or FINAL or AMENDED FINAL budget for the fiscal year ending June 30, 2015

This budget contains 1 governmental fund types with estimated expenditures of \$ 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, Matthew Jackson
(Print Name of Governing Board President)

(Signature of Governing Board President)

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

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/14	WEIGHTED ACTUAL YEAR ENDING 06/30/14	WEIGHTED ESTIMATED YEAR ENDING 06/30/15
1. Pre-kindergarten (NRS 388.490)	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
2. Kindergarten	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
3. Elementary	<u> </u>	<u> </u>	<u>170</u>
4. Secondary	<u> </u>	<u> </u>	<u>830</u>
5. Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u> </u>	<u>0.0</u>	<u>1,000.0</u>
7. Students transported into Nevada from out-of-state	<u> </u>	<u> </u>	<u> </u>
8. Students transported to another state	<u> </u>	<u> </u>	<u> </u>
9. Total WEIGHTED enrollment	<u>0.0</u>	<u>0.0</u>	<u>1,000.0</u>
10. Hold Harmless			<u> </u>

11. Basic support per pupil amount, Year Ending 06/30/15		<u>5,457</u>	
Fill in information for each district:	2014-2015	WEIGHTED 2014-2015 Enrollment	Subtotal
	Rate revised 5/24/2013		
Carson City	\$ 6,537	0.0	\$0
Churchill	\$ 6,538	0.0	\$0
Clark	\$ 5,457	1,000.0	\$5,457,000
Douglas	\$ 5,885	0.0	\$0
Elko	\$ 6,610	0.0	\$0
Esmeralda	\$ 15,916	0.0	\$0
Eureka	\$ 11	0.0	\$0
Humboldt	\$ 5,242	0.0	\$0
Lander	\$ 1,051	0.0	\$0
Lincoln	\$ 10,368	0.0	\$0
Lyon	\$ 7,082	0.0	\$0
Mineral	\$ 9,534	0.0	\$0
Nye	\$ 7,038	0.0	\$0
Pershing	\$ 8,675	0.0	\$0
Storey	\$ 8,345	0.0	\$0
Washoe	\$ 5,504	0.0	\$0
White Pine	\$ 7,288	0.0	\$0
Multidistrict		1,000.0	\$5,457,000

Use rates below:

	Reference amounts for #12 Estimate: "Outside Revenue"
	\$ 1,086
	\$ 1,069
1000	\$ 997
	\$ 2,386
	\$ 1,113
	\$ 8,308
	\$ 43,870
	\$ 2,047
	\$ 9,884
	\$ 1,295
	\$ 922
	\$ 1,683
	\$ 1,368
	\$ 2,272
	\$ 6,494
	\$ 1,138
	\$ 1,902

12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.		<u>\$997</u>	
13. Total basic support for enrollee including outside revenue			Total Weighted-#9 <u>\$ 6,454,000.00</u>
			Hold Harmless-#10 <u>\$ -</u>
14. Estimated number of special education program units	<u>-</u>	(Should be 0 or 1 maximum - see prior year allotment)	
	X <u>39,768</u> amount per unit		<u>\$0</u>
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			Total Weighted <u>\$ 6,454,000.00</u>
			Hold Harmless <u>\$ -</u>

Form 3	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(4)
The Education Academy of Nevada REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	0	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)			5,457,000		
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes			997,000		
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	6,454,000	0	0

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					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	6,454,000	0	0

The Education Academy of Nevada Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			1,202,700		
200 Benefits			491,325		
300/400/500 Purchased Services			2,410,000		
600 Supplies			642,250		
700 Property					
800 Other			160,000		
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	4,906,275	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

The Education Academy of Nevada PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 01/00/00		(5) AMENDED FINAL APPROVED
			(4) TENTATIVE APPROVED	(4) FINAL APPROVED	
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries			48,000		
200 Benefits			21,312		
300/400/500 Purchased Services			59,500		
600 Supplies			14,850		
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	143,662	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

The Education Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other Ins	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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

The Education Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR	ESTIMATED CURRENT	TENTATIVE APPROVED	FINAL APPROVED	AMENDED

PROGRAM FUNCTION OBJECT	YEAR ENDING 06/30/14	YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL 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			302,000		
200 Benefits			112,588		
300/400/500 Purchased Services			276,810		
600 Supplies			25,550		
700 Property			45,000		
800 Other					
2300 SUBTOTAL	0	0	761,948	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			320,000		
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	320,000	0	0

The Education Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					

200 Benefits					
300/400/500 Purchased Services			94,800		
600 Supplies			50,000		
700 Property					
800 Other					
2600 SUBTOTAL	0	0	144,800	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	1,226,748	0	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

The Education Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

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 06/30/15 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

The Education Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					

4900 SUBTOTAL	0	0	0	0	0	
4000s CONSTRUCTION	0	0	0	0	0	
5000 Debt Service						
000 EXPENDITURES	0	0	1,226,748	0	0	
TOTAL ALL EXPENDITURES	0	0	6,276,685	0	0	
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX					
8000 ENDING FUND BALANCE						
Reserved Ending Balance						
Unreserved Ending Balance						
TOTAL ENDING FUND BALANCE	0	0	0	0	0	
TOTAL APPLICATIONS	0	0	6,276,685	0	0	
CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	188,301	0	0
	Calculated Total Ending Fund Balance:	0	0	177,315	0	0

The Education Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

TENTATIVE BUDGET 2014-2015		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	1,202,700	491,325	3,212,250	4,906,275
200	Special	48,000	21,312	74,350	143,662
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		1,250,700	512,637	3,286,600	5,049,937
000 Undistributed Expenditures					
2000	Support Services	302,000	112,588	812,160	1,226,748
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		302,000	112,588	812,160	1,226,748
TOTAL ALL FUNDS TENTATIVE		1,552,700	625,225	4,098,760	6,276,685
FINAL BUDGET 2014-2015					
(1) PROGRAM OR FUNCTION		Obj 100	Obj 200	Obj 300-900	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000 Undistributed Expenditures					
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0

UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

The Education Academy of Nevada

Budget Fiscal Year 2014-2015

Form 5 Exp Summary

Page 1 of 1

3/11/2013

FINAL 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	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

The Education Academy of Nevada

Budget Fiscal Year 2014-2015

Form 5 Exp Summary

Page 2 of 2

3/11/2013

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

The Education Academy of Nevada

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

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

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

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2014	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/15		(11) (9) + (10) 6/30/2015 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

The Education Academy of Nevada

Budget Fiscal Year 2014-2015

Form 7 INDEBTEDNESS

3/11/2013

The Education Academy of Nevada

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

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

The Education Academy of Nevada

Budget Fiscal Year 2014-2015

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

LOBBY EXPENSES 2014-2015

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	\$ <u> </u>
4. Lodging and meals	\$ <u> </u>
5. Salaries and Wages	\$ <u> </u>
6. Compensation to lobbyists	\$ <u> </u>
7. Entertainment	\$ <u> </u>
8. Supplies, equipment & facilities; other personnel and services spent in Carson City	\$ <u> </u>
Total	\$ <u> </u> -

Entity: Not Applicable

Lobbying Expense Estimate,

The Education Academy of Nevada

Budget Fiscal Year 2014-2015

ATTACHMENT C.1.1

BUDGET YEAR 2 – 2015/2016

JAMES W. GUTHRIE
Superintendent of Public Instruction

STATE OF NEVADA

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway
Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450

RORIE FITZPATRICK
Deputy Superintendent
Instructional, Research and Evaluative
Services



DEBORAH H. CUNNINGHAM
Deputy Superintendent
Administrative and Fiscal Services

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

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

Charter School Budget

The Education Academy of Nevada 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 \$ 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, Matthew Jackson
(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: _____

Form 3	(1)	(2)	(3)	(4)	(4)
The Education Academy of Nevada REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	BUDGET YEAR ENDING 06/30/16		06/30/16
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	0	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)			8,185,500		
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes			1,495,500		
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	9,681,000	0	0

The Education Academy of Nevada _____

Budget Fiscal Year 2015-2016

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

REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	BUDGET YEAR ENDING 01/00/00		
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 01/00/00 FINAL APPROVED	(4) AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	9,681,000	0	0

The Education Academy of Nevada Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/16 AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			1,842,500		
200 Benefits			716,575		
300/400/500 Purchased Services			3,780,000		
600 Supplies			570,750		
700 Property					
800 Other			247,500		
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	7,157,325	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

The Education Academy of Nevada	(1)	(2)	(3)	(4)	(5)
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries			192,500		
200 Benefits			79,375		
300/400/500 Purchased Services			50,000		
600 Supplies			31,200		
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	353,075	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other Inst	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

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/16 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

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR	ESTIMATED CURRENT	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/16 AMENDED FINAL APPROVED

PROGRAM FUNCTION OBJECT	YEAR ENDING 06/30/15	YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL 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			532,500		
200 Benefits			210,625		
300/400/500 Purchased Services			426,715		
600 Supplies			31,400		
700 Property					
800 Other			55,000		
2300 SUBTOTAL	0	0	1,256,240	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			492,500		
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	492,500	0	0

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/16		AMENDED FINAL APPROVED
				FINAL APPROVED		
2600 Operating/Maintenance Plant Service						

100 Salaries					
200 Benefits					
300/400/500 Purchased Services			147,000		
600 Supplies			40,000		
700 Property					
800 Other					
2600 SUBTOTAL	0	0	187,000	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	1,935,740	0	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(4) BUDGET YEAR ENDING 06/30/16		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	(4) 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

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/16		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/15	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					
000 EXPENDITURES	0	0	1,935,740	0	0
TOTAL ALL EXPENDITURES	0	0	9,446,140	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX				
	XXXXXXXXXXXXXX				
	XXXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	0	9,446,140	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	0	283,384	0	0
	Calculated Total Ending Fund Balance:		0	234,860	0	0

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

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	1,842,500	716,575	4,598,250	7,157,325
200 Special	192,500	79,375	81,200	353,075
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	2,035,000	795,950	4,679,450	7,510,400
000 Undistributed Expenditures				
2000 Support Services	532,500	210,625	1,192,615	1,935,740
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	532,500	210,625	1,192,615	1,935,740
TOTAL ALL FUNDS TENTATIVE	2,567,500	1,006,575	5,872,065	9,446,140
FINAL BUDGET 2015-2016				
(1) PROGRAM OR FUNCTION	Obj 100	Obj 200	Obj 300-900	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0

UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

Form 5 Exp Summary

Page 1 of 1

3/11/2013

FINAL 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	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

Form 5 Exp Summary

Page 2 of 2

3/11/2013

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

The Education Academy of Nevada

ALL EXISTING OR PROPOSED

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

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2015	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/16		(11) (9) + (10) 6/30/2016 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

Form 7 INDEBTEDNESS

3/11/2013

The Education Academy of Nevada

REPORT FOR ALL FUNDS		2015-2016		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION		
REVENUES	Revenue CODES	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD		
Nevada Individuals	1310/1410						
Nevada School Districts	1321/1421						
Out-of-state Individuals	1310/1410						
Out-of-State School Districts	1331/1431						
			\$0	\$0	\$0	\$0	\$0

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

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

FUND TRANSFERS 2015-2016 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

LOBBY EXPENSES 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	\$ <u> </u>
4. Lodging and meals	\$ <u> </u>
5. Salaries and Wages	\$ <u> </u>
6. Compensation to lobbyists	\$ <u> </u>
7. Entertainment	\$ <u> </u>
8. Supplies, equipment & facilities; other personnel and services spent in Carson City	\$ <u> </u>
Total	\$ <u> </u> -

Entity: Not Applicable

Lobbying Expense Estimate,

The Education Academy of Nevada

Budget Fiscal Year 2015-2016

ATTACHMENT C.1.2

BUDGET NARRATIVE YEAR 1 – 2014/2015

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR 2014 - 2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Director	0.5	1	\$110,000.00	\$55,000.00
	Assistant Director	0.5	2	\$85,000.00	\$85,000.00
					\$0.00
	Teachers	1	20	\$53,135.00	\$1,062,700.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$1,202,700.00
200	BENEFITS				\$0.00
	PERS at 15% of payroll	1	20		\$180,405.00
	Medicare tax @ 1.45%		20		\$17,440.00
	Unemployment Tax at 2.95%		20		\$35,480.00
	Health Insurance		21.5	\$12,000.00	\$258,000.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$491,325.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	Curriculum		1000	\$1,900.00	\$1,900,000.00
	Teacher curriculm training		1	\$10,000.00	\$10,000.00
					\$0.00
					\$0.00
	NARRATIVE				
Curriculum is contracted on a yearly basis from Learning Compass and Aventa. Neither provider has an interest in the school. The total is the estimated amount per child using a mix of classes					
Curriculum training is intial 3 days onsite and weekly/monthly/quaterly webinars					
				TOTAL	\$1,910,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR 2014 - 2015

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
	Student Internet Stipend		1000	\$200.00	\$200,000.00
	Books/Materials Stipend		1000	\$200.00	\$200,000.00
	State and School Testing		1000	\$100.00	\$100,000.00
					\$0.00
NARRATIVE					
				TOTAL	\$500,000.00
600	SUPPLIES				\$0.00
	Student Laptops, Printer/Scanner and Peripherals		1000	\$600.00	\$600,000.00
					\$0.00
					\$0.00
	Teachers computers/software		20	\$1,500.00	\$30,000.00
	Admin computers/software		1.5	\$1,500.00	\$2,250.00
	Teacher Supplies		20	\$500.00	\$10,000.00
					\$0.00
NARRATIVE					
				TOTAL	\$642,250.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR 2014 - 2015

800	DEBT SERVICE AND MISCELLANEOUS School Activities Professional Development for teachers				\$0.00	
					\$0.00	
			1000		\$150.00	\$150,000.00
			20		\$500.00	\$10,000.00
						\$0.00
						\$0.00
NARRATIVE						
TOTAL					\$160,000.00	
Subtotal Objects 100-600 & 800					\$4,906,275.00	
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00	
700	EQUIPMENT				\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
NARRATIVE						
TOTAL					\$0.00	
GRAND TOTAL					\$4,906,275.00	

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM 200-1000 Special Programs

FISCAL YEAR 2014 - 2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL Special Education Coordinator	1	1	\$48,000.00	\$0.00
					\$48,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$48,000.00
200	BENEFITS PERS @ 15% of Payroll Medicare tax @ 1.45% Unemployment Tax at 2.95% Health Insurance	1	1	\$12,000.00	\$0.00
					\$7,200.00
					\$696.00
					\$1,416.00
					\$12,000.00
					\$0.00
					\$0.00
	\$0.00				
NARRATIVE					
				TOTAL	\$21,312.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES Pysch Testing, Virtual Speech Therapy, Nurses and other services as needed Part time teachers	0.5	2	\$16,500.00	\$0.00
					\$26,500.00
					\$33,000.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$59,500.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM 200-1000 Special Programs

FISCAL YEAR 2014 - 2015

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
600	SUPPLIES Part Time Teacher Supplies Part Time Teacher Computers Materials and Supplies				\$0.00
					\$600.00
					\$3,000.00
					\$11,250.00
					\$0.00
NARRATIVE					
				TOTAL	\$14,850.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM 200-1000 Special Programs

FISCAL YEAR 2014 - 2015

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	
Subtotal Objects 100-600 & 800					\$143,662.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
GRAND TOTAL					\$143,662.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000-2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2014 - 2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Principal	0.5	1	\$55,000.00	\$55,000.00
	Assistant Principal	0.5	2	\$85,000.00	\$85,000.00
	Registrar	1	1	\$60,000.00	\$60,000.00
	Office Manager	1	1	\$60,000.00	\$60,000.00
	Admin Assistant	1	1	\$42,000.00	\$42,000.00
NARRATIVE					
TOTAL					\$302,000.00
200	BENEFITS				\$0.00
	PERS ar 15% of Payroll				\$45,300.00
	Medicare tax at 1.45%				\$4,379.00
	Unemployment tax at 2.95%				\$8,909.00
	Health Insurance	4.5	12000		\$54,000.00
					\$0.00
					\$0.00
NARRATIVE					
TOTAL					\$112,588.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	General Liability and other Insurance				\$23,000.00
	Professional Services				\$140,000.00
	State Board Sponsorship				\$96,810.00
					\$0.00
	NARRATIVE				
Professional fees include: Annual Audit, Accounting and Legal fees					
TOTAL					\$259,810.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000-2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2014 - 2015

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
		Accounting Systems		1	\$7,000.00
		Student information System		1000	\$10.00
					\$0.00
					\$0.00
NARRATIVE					
Infinite Campus is the Student information System, Cougar Mountain Fund Ascent will be the accounting software that supports the NDE chart of accounts					
				TOTAL	\$17,000.00
600	SUPPLIES				\$0.00
		Office Supplies			\$12,000.00
		Printers		3	\$750.00
		Copiers		2	\$2,500.00
		Computers for Admin	4.5		\$1,400.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$25,550.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000-2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2014 - 2015

800	DEBT SERVICE AND MISCELLANEOUS Professional Development Dues, Memberships, etc...				\$0.00
					\$0.00
					\$25,000.00
					\$20,000.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$45,000.00
Subtotal Objects 100-600 & 800					\$761,948.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$761,948.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2014 - 2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
200	BENEFITS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES Outsourced Marketing Advertising				\$0.00
					\$0.00
			1000	\$250.00	\$250,000.00
					\$70,000.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$320,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2014 - 2015

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
		NARRATIVE			
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
		NARRATIVE			
				TOTAL	\$0.00
600	SUPPLIES				\$0.00
		NARRATIVE			
				TOTAL	\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2014 - 2015

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$320,000.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$320,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2600 OPERATING/PLANT SERVICES

FISCAL YEAR: 2014 - 2015

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

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2600 OPERATING/PLANT SERVICES

FISCAL YEAR: 2014 - 2015

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
		Admin office #1 rent	12	\$4,000.00	\$48,000.00
		Admin office #2 rent	12	\$2,000.00	\$24,000.00
		Utilities #1	12	\$1,000.00	\$12,000.00
		Utilities #2	12	\$400.00	\$4,800.00
		Cleaning	12	\$500.00	\$6,000.00
					\$0.00
NARRATIVE					
TOTAL					\$94,800.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
NARRATIVE					
TOTAL					\$0.00
600	SUPPLIES				\$0.00
		Office Furniture and Equipment			\$50,000.00
					\$0.00
NARRATIVE					
TOTAL					\$50,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2600 OPERATING/PLANT SERVICES

FISCAL YEAR: 2014 - 2015

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$144,800.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$144,800.00

ATTACHMENT C.1.2

BUDGET NARRATIVE YEAR 2 – 2015/2016

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR 2014 - 2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Director	0.5	1	\$115,000.00	\$57,500.00
	Assistant Director	0.5	3	\$90,000.00	\$135,000.00
					\$0.00
	Teachers	1	30	\$55,000.00	\$1,650,000.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$1,842,500.00
200	BENEFITS				\$0.00
	PERS at 15% of payroll	1	20		\$276,375.00
	Medicare tax at 1.45%	1	20		\$26,800.00
	Unemployment Tax at 2.95%	1	20		\$53,400.00
	Health Insurance	1	30	\$12,000.00	\$360,000.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$716,575.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	Curriculum		1500	\$2,000.00	\$3,000,000.00
	Teacher Curriculum training		1	\$20,000.00	\$15,000.00
	Teacher IT Support		30	\$500.00	\$15,000.00
					\$0.00
NARRATIVE					
Curriculum is contracted on a yearly basis from Learning Compass and Aventa. Neither provider has an interest in the school. The total is the estimated amount per child using a mix of classes. Curriculum training is intial 3 days onsite and weekly/monthly/quaterly webinars Curriculum training is intial 3 days onsite and weekly/monthly/quaterly webinars					
				TOTAL	\$3,030,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR 2014 - 2015

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
	Student Internet Stipend		1500	\$200.00	\$300,000.00
	Books/Materials Stipend		1500	\$200.00	\$300,000.00
	State and School Testing		1500	\$100.00	\$150,000.00
					\$0.00
NARRATIVE					
				TOTAL	\$750,000.00
600	SUPPLIES				\$0.00
	Student Laptops, Printer/Scanner and peripherals		900	\$600.00	\$540,000.00
					\$0.00
					\$0.00
	Teachers computers/software		10	\$1,500.00	\$15,000.00
	Admin computers/software		0.5	\$1,500.00	\$750.00
	teacher supplies		30	\$500.00	\$15,000.00
					\$0.00
NARRATIVE					
Although TEANV plans to add 500 students for year 2, we are allowing for additional computers due to breakage, loss, and theft					
				TOTAL	\$570,750.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 100 - 1000 REGULAR PROGRAMS

FISCAL YEAR 2014 - 2015

800	DEBT SERVICE AND MISCELLANEOUS School Activities Professional Development				\$0.00	
					\$0.00	
			1500		\$150.00	\$225,000.00
			30		\$750.00	\$22,500.00
						\$0.00
						\$0.00
NARRATIVE						
TOTAL					\$247,500.00	
Subtotal Objects 100-600 & 800					\$7,157,325.00	
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00	
700	EQUIPMENT				\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
NARRATIVE						
TOTAL					\$0.00	
GRAND TOTAL					\$7,157,325.00	

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR 2015 - 2016

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
	Special Education Coordinator	1	1.5	\$65,000.00	\$82,500.00
	Special Education Teachers	1	2	\$55,000.00	\$110,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
TOTAL					\$192,500.00
200	BENEFITS				\$0.00
	PERS @ 15% of Payroll	1	1		\$28,875.00
	Medicare tax @ 1.45%	1	1		\$2,800.00
	Unemployment Tax at 2.95%				\$5,700.00
	Health Insurance	1	3.5	\$12,000.00	\$42,000.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
TOTAL					\$79,375.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	Pysch Testing, Virtual Speech Therapy, Nurses and other services as needed				\$50,000.00
					\$0.00
					\$0.00
	NARRATIVE				
TOTAL					\$50,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR 2015 - 2016

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
600	SUPPLIES Teacher Supplies Teacher Computers Materials and Supplies				\$0.00
					\$3,200.00
					\$3,000.00
					\$25,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$31,200.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 200 - 1000 SPECIAL PROGRAMS

FISCAL YEAR 2015 - 2016

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	
Subtotal Objects 100-600 & 800					\$353,075.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
GRAND TOTAL					\$353,075.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000-2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2014 - 2015

A	B	C	D	E	F	
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount	
100	PERSONNEL				\$0.00	
	Principal	0.5	1		\$55,000.00	
	Assistant Principal	0.5	3	\$85,000.00	\$127,500.00	
	Registrar	1	1	\$65,000.00	\$65,000.00	
	Office Manager	1	1	\$65,000.00	\$65,000.00	
	Admin Assistant	1	2	\$45,000.00	\$90,000.00	
	IT Director	1	1	\$80,000.00	\$80,000.00	
	Retention Coordinator		1	1	\$50,000.00	\$50,000.00
	NARRATIVE					
TOTAL					\$532,500.00	
200	BENEFITS				\$0.00	
	PERS ar 15% of Payroll				\$79,875.00	
	Medicare tax at 1.45%				\$9,500.00	
	Unemployment tax at 2.95%				\$19,250.00	
	Health Insurance	8.5	12000		\$102,000.00	
					\$0.00	
					\$0.00	
					\$0.00	
NARRATIVE						
TOTAL					\$210,625.00	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00	
	General Liability and other Insurance				\$39,500.00	
	Professional Services				\$225,000.00	
	State Board Sponsorship				\$145,215.00	
					\$0.00	
	NARRATIVE					
Professional fees include: Annual Audit, Accounting and Legal fees, IT service and support						
TOTAL					\$409,715.00	

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000-2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2014 - 2015

400	PURCHASED PROPERTY SERVICES				\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
NARRATIVE						
				TOTAL	\$0.00	
500	OTHER PURCHASED SERVICES				\$0.00	
		Accounting Systems			\$2,000.00	
		Student information System		1500	\$10.00	\$15,000.00
						\$0.00
						\$0.00
NARRATIVE						
				TOTAL	\$17,000.00	
600	SUPPLIES				\$0.00	
		Office Supplies			\$25,000.00	
		Computers for Admin		3.5	\$1,400.00	\$4,900.00
		Printers		2	\$750.00	\$1,500.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
NARRATIVE						
				TOTAL	\$31,400.00	

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000-2400 SUPPORT SVCS-ADMIN

FISCAL YEAR: 2014 - 2015

800	DEBT SERVICE AND MISCELLANEOUS Professional Development Dues, Memberships, etc...				\$0.00
					\$0.00
					\$30,000.00
					\$25,000.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$55,000.00
Subtotal Objects 100-600 & 800					\$1,256,240.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$1,256,240.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2014 - 2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
200	BENEFITS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES Outsourced Marketing Advertising				\$0.00
					\$0.00
			1500	\$275.00	\$412,500.00
					\$80,000.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$492,500.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2014 - 2015

400	PURCHASED PROPERTY SERVICES				\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
		NARRATIVE				
				TOTAL	\$0.00	
500	OTHER PURCHASED SERVICES				\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
		NARRATIVE				
						TOTAL
600	SUPPLIES				\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
		NARRATIVE				
						TOTAL

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2500 CENTRAL SERVICES

FISCAL YEAR: 2014 - 2015

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$492,500.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$492,500.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2600 OPERATING/PLANT SERVICES

FISCAL YEAR: 2014 - 2015

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

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2600 OPERATING/PLANT SERVICES

FISCAL YEAR: 2014 - 2015

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
	Admin office #1 rent		12	\$6,000.00	\$72,000.00
	Admin office #2 rent		12	\$3,000.00	\$36,000.00
	Utilities #1		12	\$1,500.00	\$18,000.00
	Utilities #2		12	\$750.00	\$9,000.00
	Cleaning		12	\$1,000.00	\$12,000.00
NARRATIVE					
				TOTAL	\$147,000.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
600	SUPPLIES				\$0.00
	Office Furniture and Equipment				\$40,000.00
					\$0.00
NARRATIVE					
				TOTAL	\$40,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: THE EDUCATION ACADEMY OF NEVADA

PROGRAM OR FUNCTION: 000 - 2600 OPERATING/PLANT SERVICES

FISCAL YEAR: 2014 - 2015

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$187,000.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$187,000.00

ATTACHMENT C.1.3

CASH FLOW STATEMENT YEAR 1 – 2014/2015

ATTACHMENT C.1.3

CASH FLOW STATEMENT YEAR 2 – 2015/2016

ATTACHMENT C.1.5

PRE-OPENING BUDGET

**Attachment C.1.5
Pre-Opening Budget**

The Education Academy of Nevada Pre- Opening Budget

Pre Charter Approval

Attorneys Fees	\$2,000
Market Research Consultant	\$ 500
Application Printing/Shipping	\$ 500

SUBTOTAL \$3,000

Post Charter Approval

Director Salary (deferred)	\$21,250
Admin Assist (deferred)	\$12,500
Unemployment (deferred)	\$ 4750
Medicare	\$ 476
PERS	\$ 8755
Marketing	\$12,000
Office Rent/Utilities	\$ 9,000
Office Supplies	<u>\$ 3,000</u>
Total	\$71,731

Expenses before the charter approval will be funded by the Committee to form

ATTACHMENT C.3.2

COST OF INSURANCE

Affidavit

I certify, (declare) under penalty of perjury that the forgoing is true and correct:

Executed this 17th day of July 2013 In the city of
Las Vegas In the state of Nevada.

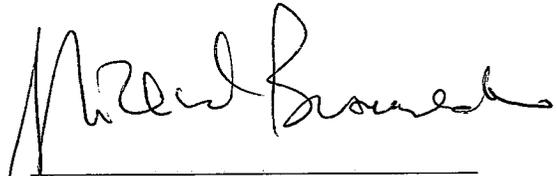


Insurer's Signature

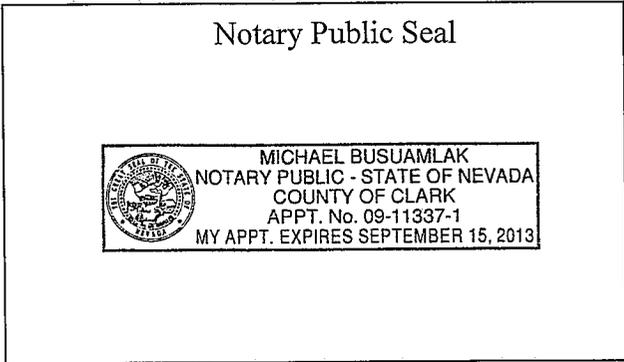
Notarized Statement

Subscribed and sworn to before me at 10475 S. DECATUR BLVD, LV, NV 89141

On this 17 day of July 2013.



Signature





July 17, 2013

The Education Academy
6705 Divers Loon Street
North Las Vegas, NV 89084

To Whom It May Concern,

Jolley Insurance Group, an insurance agency, has provided an estimate of insurance costs for The Education Academy. The cost breakdown below is only an estimate and not an actual quote from an insurance carrier. We have based these estimations on current market conditions, our understanding of the operations of the school and in accordance with all of the insurance requirements provided by the Nevada Administrative Code 386.215. It is important to note that these costs could vary greatly in the future and this is in no way a guarantee of what the costs will be when the insurance is actually purchased.

General Liability	\$ 7,000
-incl. Abuse & Molestation	
Umbrella	\$ 4,000
Educators' Legal Liability	\$ 2,500
Employment Practices Liability	\$ 1,500
Employment Benefits Liability	\$ 500
Directors & Officers	\$ 1,500
Auto Liability	\$ 500
Student Accident Insurance	\$ 1,500
Workers Compensation	\$ 4,000
<hr/>	
Total Estimated Cost	\$23,000

Please feel free to contact me if you have any questions regarding the information provided.

Thank you,

A handwritten signature in black ink that reads 'Vance Jolley' in a cursive script.

Vance Jolley
Account Executive

ATTACHMENT C.4.4

EMERGENCY DRILLS

Attachment C.4.4

Emergency Drills

As a distance education virtual school, The Education Academy of Nevada will not have a brick and mortar school building; therefore, no emergency drills are necessary to instruct students in the appropriate procedures to be followed in the event of fire or other emergency. However, staff members who work at the main office will practice emergency drills and be educated in the Emergency Management Plan for use in case of an emergency at the main office or during scheduled student events

ATTACHMENT C.4.5

EMERGENCY MANAGEMENT PLAN

Emergency Management Plan:

The Education Academy of Nevada will establish an Emergency Management and Response Plan Development Committee in accordance with NRS 392.616 upon receipt of its charter

The membership of a development committee must consist of:

- (a) At least one member of the board of trustees or of the governing body that established the committee;
- (b) At least one administrator of a school in the school district or of the charter school;
- (c) At least one licensed teacher of a school in the school district or of the charter school;
- (d) At least one employee of a school in the school district or of the charter school who is not a licensed teacher and who is not responsible for the administration of the school;
- (e) At least one parent or legal guardian of a pupil who is enrolled in a school in the school district or in the charter school;
- (f) At least one representative of a local law enforcement agency in the county in which the school district or charter school is located; and
- (g) At least one school police officer, including, without limitation, a chief of school police of the school district if the school district has school police officers.

3. The membership of a development committee may also include any other person whom the board of trustees or the governing body deems appropriate, including, without limitation:

- (a) A counselor of a school in the school district or of the charter school;
- (b) A psychologist of a school in the school district or of the charter school;

(c) A licensed social worker of a school in the school district or of the charter school;

(d) A pupil in grade 10 or higher of a school in the school district or a pupil in grade 10 or higher of the charter school if a school in the school district or the charter school includes grade 10 or higher; and

(e) An attorney or judge who resides or works in the county in which the school district or charter school is located.

4. The board of trustees of each school district and the governing body of each charter school shall determine the term of each member of the development committee that it establishes. Each development committee may adopt rules for its own management and government.

TEANV will have a leased office space for administration and teachers. Students will rarely be at the facility since we will be a distance education and online school. The following pages outline our Emergency Response plan and have been adapted for our school setting.

CRISIS RESPONSE TEAM

Title	Name	Office	Home	Cellular	Email Address
Director					
Assistant Director					
Board Member					
Teacher					
Teacher					
Parent					

School-Based Crisis Response – Action Plan

Action Plan- Day 1

Action	Resesponder
1. Determine Crisis Situation	Director
2. Call Police/Emergency Services	Assistant Director
3. Call Family	Assistant Director
4. Notify Board	Director
5. Assemble Crisis Response Team, develop plan of action, and assign tasks	Director
6. Determine media response, share facts with media, meet with media	Director or Assistant Director
7. Notify Staff of Situation	Teacher
8. Identify Counselor/Psychologist	Board Member

9. Identify impacted students	Teacher
10. Identify activities: rescheduling, continuing, cancelling	Director
11. Debrief with Team	Director

Action Plan Day 2

Action	Resesponder
1. Communicate with Parents	Director
2. Review plan and make revisions	Assistant Director
3. Contact parents with students who have special needs	Teacher

LOCKDOWN

- Weapons/Armed Intruder
- Abduction/Unauthorized Removal
- Intruder/Trespasser
- Suicide Attempt (involving a weapon where there is a threat or imminent danger to others)
- Sexual Assault (if the perpetrator is not in custody and may still be on school grounds)
- Animal in/near School

EVACUATION (or Early Dismissal)

- Fire
- Hazardous Materials/Chemical
- Natural Gas Leak
- Bomb Threat
- Explosion
- Earthquake
- Flooding
- Severe Weather
 - Winter Storm Watch
 - High Wind Advisory
 - Thunderstorm Watch
- Long-term Utility Outage – Early Dismissal
- Nuclear (within 50 mile radius; based on scientific and medical recommendations, e.g. response to release reported at nuclear power plant)

SHELTER-IN PLACE (or Delayed Dismissal)

- Hazardous Materials/Chemical
 - Short-term Utility Outage
 - Tornado Warning
 - Severe Thunderstorm Warning
- Nuclear (outside 50 mile radius; based on scientific and medical recommendations)

Lockdown – Those conditions requiring complete separation and protection of school occupants from any situation regarding an existing internal or external situation that could directly threaten their safety.

An emergency Lockdown is declared when, in the opinion of a school administrator, a situation exists that threatens the safety of school occupants and requires they remain in their classrooms. When a dangerous person or condition exists in or near the school, the primary objective is to protect school occupants from danger.

During a Lockdown doors should be locked and no one is to enter or leave a room. Windows should be covered and shut. It is safest to move students away from doors and windows. Make sure everyone is quiet and remains in a Lockdown until the IC gives the “ALL CLEAR” notice.

- Account for all persons and report missing persons to the Director immediately.
- Under a Lockdown, conditions in a specific classroom can be communicated using color-coded cards. A card, either posted in the window, or slipped under the door, can alert emergency responders to the status of the students in individual classrooms.
 - Green Card – everyone is accounted for
 - Red Card – missing students

Director	<ul style="list-style-type: none"> ▪ Activate alarm and Lockdown procedures ▪ Notify 911 of the emergency and the need for assistance. Be specific and include EMS, Law Enforcement and Fire Services that may be needed. ▪ Effectively communicate the Lockdown message over the PA and provide as much information about the incident as possible. ▪ Ensure that all occupants safely Lockdown ▪ Announce an “ALL CLEAR” when it is safe to do so
Assistant Director	<ul style="list-style-type: none"> ▪ Assist in the sheltering of school occupants ▪ Report to the Director (D) for further instructions
Board Member	<ul style="list-style-type: none"> ▪ Assist in the sheltering of school occupants ▪ Report to the Director for further instructions
Teacher	<ul style="list-style-type: none"> ▪ Assist in the sheltering of school occupants ▪ Establish and maintain contact with police agency and other emergency response agencies
Teacher	<ul style="list-style-type: none"> ▪ Assist teachers in taking attendance ▪ Missing persons should be reported to the Director ▪ Prepare the occupants for reunification or resumption of normal conditions
Assistant Director	<ul style="list-style-type: none"> ▪ Prepare the reunification site, if needed ▪ Prepare the reunification process or assist with resuming to normal activities if an “ALL CLEAR” is announced

SHELTER IN PLACE – EVENT AID

Sheltering-In-Place should be used to protect school occupants from external threats such as chemical plumes, severe weather and other natural and man- made threats.

Sheltering-In-Place provides a refuge for school occupants and the public within the school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending upon the emergency.

Shelters are located in the following area

- Stairwells/stairways
- Hallways, keeping clear of windows and door openings
- The lowest floor
- Interior rooms that have many vertical walls, such as restrooms, closets or storage rooms
- Gymnasiums are generally NOT safe locations to Shelter-In-Place for incident types that have the potential to damage the school structure (i.e. tornados)

Things to Remember:

- Stay away from unsecured objects such as filing cabinets and bookshelves
- Doors and vents may be asked to be taped
- A/C may be asked to be turned off
- Avoid using telephones other than for emergency purposes
- Stay away from all windows, skylights and atriums
- Once in the shelter area, account for all persons and report missing persons to the IC immediately
- Continually monitor conditions in the shelter area; if changing conditions cause the shelter area to become unsafe, advise the IC and wait for further instructions

Director

- Call 911
- Initiate Shelter-In-Place procedures
- Effectively communicate the Shelter-In Place message
- Ensure that all school occupants safely reach the Sheltering area
- Monitor the local media, National Weather Radio or other reliable information sources
- Announce an “ALL CLEAR” when it is safe to do so

Assistant Director

- Assist in the Sheltering of school occupants
- Report to the Director for further instructions

Board Member

- Assist in the Sheltering of school occupants
- Report to the Director for further instructions

Director

- Assist in the Sheltering of school occupants
- Establish and maintain contact with police agency and other emergency response agencies

Teacher

- Direct occupants to the Sheltering areas
- Assist teachers in taking attendance
- Missing persons should be reported to the Ass. Dir.
- Prepare the occupants for Reunification or resumption of normal conditions

Teacher

- Assist in the Sheltering of school occupants
- Prepare the Reunification site, if needed
- Prepare the Reunification process or assist with resuming to normal activities if an “ALL CLEAR” is announced

EVACUATION – EVENT AID

A primary and secondary Evacuation assembly area should be selected prior to the start of each school year.

- Determination should be made as to exactly what areas/floors or buildings are to be Evacuated.
- Evacuation notification will be made through the use of Evacuation signal and/or voice message. Immediate Evacuation can be conducted if the emergency situation warrants.
- As the Evacuation is conducted, sweep the area to ensure that all occupants Evacuate.
- Check stairwell first to determine if it is safe to use as a means of egress. If stairwell is contaminated with smoke, determine if another stairwell will provide a safer means of egress.
- While exiting, check restrooms and other areas where people may not have heard the Evacuation alarm.
- Make sure all school occupants with special needs are assisted in the Evacuation.
- The IC or CRT should use the visitor log to account for any visitors to the school.
- Ensure that the Evacuation assembly area or refuge area is a safe distance from the incident.
- Confirm that everyone is accounted for at the Evacuation assembly areas; immediately report missing persons to the IC.
- If the primary Evacuation area is unfit for habitation or too close to the emergency scene, direct evacuees to the secondary assembly area.
- Personnel must not leave the Evacuation assembly area until the ALL CLEAR signal is given, or until other instructions are provided by the IC.

Director

- Call 911
- Activate alarm and initiate the Evacuation
- Effectively communicate the emergency Evacuation message
- Ensure that all school occupants reach the assembly area
- Announce an “ALL CLEAR” when it is safe to do so

Assistant Director

- Assist in the Evacuation of the school
- Assist in the search and rescue if possible
- Report to the Director for further instructions

Board Member

- Assist in the Evacuation of the school
- Assist Medics in finding students that need help

Board Member

- Assist in the Evacuation of the school
- Assist in the search of the building to ensure that everyone has Evacuated.
- Establish and maintain contact with police agency and other emergency response agencies

Teacher

- Direct students to the Evacuation assembly area
- Assist teachers in taking attendance
- Missing occupants should be reported to the Ass. Dir.
- Prepare the students for Reunification or re-entry into the school

Teacher

- Assist in the evacuation of the school
- Prepare the Reunification site
- Direct the Reunification process or assist with the re-entry into the school if an “ALL CLEAR” is announced

Before the Emergency:

- File student information forms (class rosters, emergency contact information) alphabetically in a portable box.
- Identify Reunification Coordinator and staff members that will assist with reunification.
- Identify a group of staff members to train as runners for the Reunification process.
- Schools should prepare for reunification by selecting two Reunification areas.
- Identify the location of the check-in area and the Reunification process.
- Identify other supplies necessary for the Reunification process.
- Teach parents/guardians and students the policies and procedures for releasing students.
- Reunification Area is where students are reunited with their parents/guardians.

Parent/Student Reunification Procedures:

- Parents/guardians report to parent check-in location
- Parent/guardian requests student to be released and shows identification
- Staff checks ID and marks class roster
- Parent/guardian proceeds to Reunification area
- Runner brings student to Reunification area
- Staff at Reunification area checks ID again
- Student is released and class roster is marked

Director	<ul style="list-style-type: none"> ▪ Ensure that all school occupants reach the Reunification area ▪ Work with Public Information Officer, or similarly designated person, to ensure a proactive and effective message reaches the community (parents & guardians) ▪ Advise the BOE Office/Superintendent when all students are safely picked up
Assistant Director	<ul style="list-style-type: none"> ▪ Report to the Director for further instructions ▪ Assist in the Reunification of school occupants ▪ If available, work as a runner to reunite students with their parents/guardians
Board Member	<ul style="list-style-type: none"> ▪ Report to the Director for further instructions ▪ Assist in the Reunification of students ▪ If available, work as a runner to reunite students with their parents/guardians
Teacher	<ul style="list-style-type: none"> ▪ Ensure the Reunification and assembly areas are secure ▪ Assist the Reunification Coordinator with managing the Reunification process ▪ Ensure that the Reunification process is orderly and running efficiently ▪ Direct or assist with traffic control
Teacher	<ul style="list-style-type: none"> ▪ Report to the Director for further instructions ▪ Assist in the Reunification of school occupants ▪ If available, work as a runner to reunite students with parents/guardians
Teacher	<ul style="list-style-type: none"> ▪ Assist in the sheltering of school occupants ▪ Prepare the Reunification site, if needed ▪ Prepare the Reunification process or assist with resuming to normal activities if an “ALL CLEAR” is announced

FIRE – EVENT AID

During Incident:

- Manually activate the Evacuation signal, if not already activated, and provide additional verbal instructions
- If known, identify what type of fire it is (electrical, chemical, grease, other)
- Keep unnecessary people away from the area
- Consider if it is safe or desirable to shut off power to the area
- Consider if it is safe or desirable to shut off the natural gas
- Teachers should close windows and doors. Do not lock doors
- Be alert to assist any people with special needs, if needed
- Evacuate school occupants quietly and in an orderly fashion following posted directions
- Bring student roster and conduct attendance upon reaching the Evacuation assembly area

Post Incident:

- The Fire Department's IC will activate the "ALL CLEAR" signal and provide verbal instructions
- Monitor equipment and school systems after restarting
- Conduct damage assessment
- Initiate repairs to fire protection systems
- Determine whether key individuals were debriefed and whether the sequence of events was documented

NOTE: If arson is suspected, inform the responding police and fire personnel. If the fire was extinguished, you still need to report the fire to the fire department for investigation.

Director

- Activate alarm (if not already activated) and initiate the Evacuation of the school
- Call 911
- Ensure all school occupants Evacuate and safely reach designated Evacuation assembly areas
- Ensure all teachers take roll call and report any unaccounted for students or visitors
- Announce "ALL CLEAR" when it is safe unless the Fire Department IC indicates otherwise

Assistant Director

- Assist Fire Department personnel locate buildings and building systems on the school grounds
- Direct the shutdown of appropriate utility and building systems
- Coordinate efforts and act as a liaison to public utilities
- Re-activate utilities and systems when appropriate
- Help ensure the building is Evacuated.

Board Member

- Meet first responders at emergency access points
- Confirm the scene is secured
- Ensure that only authorized personnel enter the emergency scene
- Advise the D. of expected disruptions to operations and advisable measures to protect occupants

Teacher

- Direct occupants to the Evacuation areas
- Assist teachers in taking attendance
- Unaccounted for persons should be reported to the Ass.
- Prepare evacuees for Reunification or re-entry to the school

Teacher

- Assist in the Evacuation of the school
- Prepare the Reunification site
- Direct the Reunification process or assist with the re-entry into the school if an "ALL CLEAR" is announced

HAZARDOUS MATERIALS / CHEMICALS – EVENT AID

Response:

- Call 911
- Identify chemicals released and extent of release if known
- If possible, obtain Material Safety Data Sheet (MSDS) and school floor plans
 - MSDS books should be stored in the Director's office
 - Determine whether it is most appropriate to Evacuate the school or Shelter-In-Place
- Determine if there are immediate health and/or physical hazards such as explosion or fire
- Assess the need for a spill contractor if deemed necessary for clean-up
- Communicate with the BOE Office/Superintendent the type and quantity of materials to determine if reportable quantities were released
- If the school is contacted by local emergency response agency of Haz-Mat incident, follow instructions to either Evacuate or Shelter-In-Place

Evacuation

- If part or all of the school is to be Evacuated, ensure evacuees move in the opposite direction of the wind (i.e. upwind)
- Evacuation areas should be at least 500 feet away from the source of the hazardous materials

Additional Information:

- Keep school occupants from going near area of contamination
- If Evacuation is necessary, take attendance regularly
- Remind staff to assist persons with special needs

Director

- Activate alarm (if not already activated) and initiate the Evacuation of the school
- Call 911
- Ensure all school occupants Evacuate and safely reach designated Evacuation assembly areas
- Ensure all teachers take roll call and report unaccounted for students/visitors

Assistant Director

- Direct the shutdown of appropriate utility and building systems
- Coordinate efforts and act as a liaison to public utilities
- Re-activate utilities and systems when appropriate
- Meet first responders at emergency access points
- Confirm the scene is secured

Board Member

- Ensure that only authorized personnel enter the emergency scene
- Advise the D. of expected disruptions to operations and advisable measures to protect occupants

Teacher

- Direct occupants to the Evacuation areas
- Assist teachers in taking attendance
- Unaccounted for persons should be reported to the Assistant Director
- Prepare evacuees for Reunification or re-entry to the school

Teacher

- Assist in the Evacuation of the school
- Prepare the Reunification site
- Direct the Reunification process or assist with the re-entry into the school if an "ALL CLEAR" is announced

POWER OUTAGE – EVENT AID

Determine if there is a need to Evacuate the school, seek shelter, or stay put. Most power losses are short term and occupants are safer if they remain in place.

Power Lines down in area:

- Have staff members posted in the area of the downed power lines to prevent students from going near them if it is safe to do so
- Call 911 requesting assistance
- Notify BOE / Superintendent's Office

During Outage:

- Immediately report the power outage to BOE/Superintendent
- Communicate with staff and update them on the status of the outage
- Verify that emergency equipment (e.g. lighting, alarm systems etc.) are operating
- Contact computer room personnel so that they can start power down procedures
- During the power outage, shut down all non-essential equipment

After Power is Restored:

- Activate the "ALL CLEAR" signal and provide verbal instructions
- Slowly turn on lights and equipment to avoid overtaxing the power immediately

Director

- Coordinate actions of school personnel with internal and external responders
- Use available resources to assist responding agencies as required
- Prepare for possible Evacuation of the school or Early Dismissal
- Work with Maintenance Department and local utilities to determine the estimated time power

Assistant Director

- Direct the shutdown of utility lines or systems appropriate for the emergency
- Coordinate efforts with the Maintenance Department and public utilities
- Prepare to assist first responders with manpower, materials and equipment
- Re-activate utilities and systems when appropriate with assistance from the Maintenance Department

Board Member

- Assist the Director with an Early Dismissal or Evacuation procedures

Teacher

- During an emergency, the Evacuation coordinator should effectively communicate all information to the Director

Teacher

- Assist the Director with an Early Dismissal or Evacuation procedures

EARTHQUAKE – EVENT AID

Earthquakes are a form of disaster that give no advanced warning. To ensure students and staff safety, use the following procedures.

Inside Building:

- All school occupants should immediately turn away from glass areas and place themselves under tables and desks
- All occupants are to remain in position until it is determined it is safe to resume normal class operations
- If structural damage, window breakage, etc. has been sustained; the teacher is to follow normal Evacuation procedures following the termination of the earthquake
- Director along with Assistant will determine extent of damage and will call the BOE Office/Superintendent's Office for clearance before having occupants re-enter the classrooms if structural damage is noted
- Students are not to be dismissed from school until the BOE/Superintendent's Office has given clearance

Outside Building:

- School occupants are to remain in a cleared area free from any potential falling objects (trees, power lines, buildings, etc.)
- Students are to be under direct supervision of adult(s) who in turn will wait for instructions from the Director as to the appropriate Early Dismissal of students or Reunification process
- Under no circumstances should students or adults attempt to return to the building during an earthquake

Follow-up Survey:

A survey of injuries should be made as soon as possible. Notify the Director of any injuries. List names of injured persons and description of injuries. Further instructions will be given over the PA as soon as possible.

Inspections:

IF ANY BUILDING HAS SIGNS OF STRUCTURAL DAMAGE (including cracks in windows, walls, floors, or ceilings), DO NOT RE-ENTER BUILDING UNTIL THEY HAVE BEEN INSPECTED BY QUALIFIED PERSONS.

Director

- Monitor local media channels and national weather radio for updates
- Use available resources to assist responding agencies as required
- Secure the area
- Call 911 if needed
- Prepare for an Evacuation

Assistant Director

- Direct the shutdown of utility lines or systems appropriate for the emergency
- Coordinate efforts of and act as a liaison to public utilities
- Prepare to assist first responders with manpower, materials and equipment
- Provide auxiliary power, lighting, etc. as needed
- Re-activate utilities and systems when appropriate

Board Member

- Effectively communicate all information to the Director

Teacher

- Report to the Director to receive initial instructions
- Direct occupants to the Evacuation assembly area.
- Assist teachers in taking attendance
- Unaccounted for persons should be reported to the Assistant Director
- Prepare the occupants for Reunification or re-entry into the building

Teacher

- Ensure that all building windows are closed
- Report to Director for further instructions
- Prepare the occupants for Reunification or re-entry into the building

INTRUDER/TRESPASSING – EVENT AID

All doors to the school should be locked and secured. The only door that should be accessible from the outside is the main door located closest to the school office. Signs should be posted directing all visitors to the office to sign in and be cleared to visit. Visitors and vendors should produce valid identification. Visitors who are cleared should be given a visitor badge or pass with the current date and area of the school or room they will be visiting. Strangers or persons who are found walking the school halls should be challenged by staff and returned to the office to sign in.

If the intruder refuses to leave, staff should:

- Warn of consequences for staying on school property
- Contact SRO if available
- Advise intruder that you will call police
- Have office announce a "LOCKDOWN" if needed
- Walk away from the intruder if he/she indicates any potential for violence
- Maintain visual contact from a safe distance
- Contact 911
- Assign staff to meet with police and direct them to location of intruder
- Advise BOE/Superintendent
- When situation is stabilized, announce an "ALL CLEAR"

Director

- Determine the location of the guest/intruder and identify his/her description
- Ask another staff member to accompany you before approaching the intruder. Politely greet guest/intruder and identify yourself
- Inform the guest/intruder to accompany you to the office so they may sign in
- Prepare to quickly Lockdown the school or areas of the school, if necessary
- Assist external responders with Lockdown and emergency procedures

Assistant Director

- Report to the Director for initial instructions
- Assist Director as needed

Board Member

- Report to the Director to receive initial instructions

Board Member

- Respond to the scene
- Call for additional support if needed
- Diffuse incident/threat if it is still active
- Escort trespasser off school property
- Conduct complete and thorough criminal investigation

Teacher

- Report to the Director to receive initial instructions

Teacher

- Report to the Director to receive initial instructions

WEAPONS/ARMED PERSON – EVENT AID

Follow these procedures whenever a person has a weapon, imply they have a weapon or is holding another person hostage.

- Do not confront the person except under highest-level threat and only as a last resort
- School building moves to a “LOCKDOWN” with a clear message sent throughout the school

Definition:

The term weapon includes firearms, bombs, double-edged folding instruments, switchblades, blackjack, billy club, taser/stun gun, air/gas propelled guns (e.g. BB, pellet or paintball guns) or any other article carried or possessed for use as a weapon (e.g. tire iron, baseball bat, etc.) for the purpose of assault or defense.

If a weapon is found:

- Isolate the area
- Do not touch the weapon; local law enforcement will secure the weapon for evidence

If subject is visible:

- Stay calm and do not approach
- Do not attempt to confiscate the weapon
- Communicate and cooperate with the subject
- Stay calm
- If the subject threatens you with a weapon, follow the subject's directions
- DO NOT TRY TO BE A HERO
- Call 911

Teacher/Staff Responsibility:

- If a weapon is observed, follow the above procedures
- Make a list of all occupants in classroom and lock the door
- Do not attempt to contact the office unless you have pertinent information or require immediate medical attention

See also Lockdown Event Aid and Flow chart and Medical Emergency

Director

- Immediately declare a LOCKDOWN and call 911
- Notify SRO if available
- Coordinate the actions of the CRT and other internal responders to maintain care of the victim(s) and occupants
- Maintain control of the scene from a safe distance
- Escort any people in hallways to a safe location
- Collect pictures, description or any other information about the suspect and weapon
- Assist external responders with Lockdown, Evacuation and emergency procedures

Assistant Director

- Report to the Director for initial instructions
- Shut down utilities if advised to do so by the Director or law enforcement
- Maintain access route for emergency personnel and vehicles
- Respond to the scene
- Call for additional support if needed
- Assist in securing Lockdown
- Diffuse incident/threat if it is still active
- Secure scene and keep spectators out of the area
- Conduct complete and thorough criminal investigation

Board Member

- Report to the IC to receive initial instructions
- Prepare to direct occupants to the Evacuation assembly area
- Assist teachers in taking attendance
- Missing occupants should be reported to the Ass. Dir.
- Prepare the occupants for Reunification or re-entry into the school

Teacher

Teacher

- Report to the Director to receive initial instructions
- Assist in Lockdown

BOMB THREAT – EVENT AID

All bomb threats should be taken seriously, whether or not deemed valid for Evacuation, and must be reported to local law enforcement agencies.

Decision to Evacuate – Consider the following:

- How specific is the information regarding time, description of the device, its location and other details that may be unique to the school?
- Are there any controversial issues that could impact the school?
- Are there unusual employee situations at the school?
- What is the current history/experience in the local community relative to bomb threats?
- What is the input from local law enforcement agencies?
- What was the general tone and behavior of the caller?

Telephone Threat (See also Bomb Threat Checklist)

- Record every word spoken by the caller
- Keep the caller on the line as long as possible
- Ask where the bomb is located
- Ask when the bomb will detonate
- Note if caller is male or female
- Note the age of the caller
- Note accents or patterns of speech
- Note background noises (music, road noise, motors, etc.)

Mail Threat

- Save all materials (envelope, packaging, labels)
- Avoid touching or moving the materials
- Is the letter or package lopsided or bulky?
- Is the letter or package addressed to a school administrator in handwriting?
- Is the letter or package making any noise?
- Personnel familiar with the school should quickly identify items that appear to be out of place

E-mail Threat

- E-mail threats should be saved and the BOE/Superintendent's Office notified

General Guidelines

- Do not touch or pick up any suspicious or out of place items; report these to the authorities as soon as possible
- Two-way radios, cell phones and other electronic communication devices should not be used; therefore, "runners" designated by the IC must be used to communicate within the facility

Director	<ul style="list-style-type: none"> ▪ Notify law enforcement ▪ Determine if the bomb threat is credible ▪ Determine if the school should be Evacuated ▪ Activate and initiate the Evacuation ▪ Effectively communicate the emergency Evacuation message ▪ Ensure that all school occupants reach the assembly area. ▪ Announce the "ALL CLEAR" when it is safe to do so
Assistant Director	<ul style="list-style-type: none"> ▪ Assist in the Evacuation of the school ▪ Assist in the search and rescue if possible ▪ Report to the Director for further instructions ▪ Assist teachers with taking attendance ▪ Assist in the Evacuation of the school
Board Member	<ul style="list-style-type: none"> ▪ Assist in the search and rescue if possible ▪ Establish and maintain contact with the police agency and other emergency response agencies
Teacher	<ul style="list-style-type: none"> ▪ Direct occupants to the Evacuation assembly area ▪ Assist teachers in taking attendance ▪ Missing occupants should be reported to the Ass. Dir. ▪ Prepare the occupants for Reunification or re-entry into the school
Teacher	<ul style="list-style-type: none"> ▪ Assist in the Evacuation of the school ▪ Prepare the Reunification site ▪ Direct the Reunification process or assist with the re-entry into the school if an "ALL CLEAR" is announced

- Use Two person Team
- Search common areas first
- Search classrooms by entering room and listening for any unusual noises
- **First Search:** all objects floor to hip height
- **Second Search:** all objects hip to chin height
- **Third Search:** all objects chin to ceiling
- **Fourth Search:** above dropped ceiling, if applicable
- Mark room when search is complete

USE BOMB THREAT CHECKLIST

The following is a checklist to be utilized by an operator or person receiving a call which threatens the safety or security of the school. All possible questions should be answered immediately following a phoned in threat.

Caller available)	ID	Number	(if	Caller's Name or address (if known)
Time call received		_____	was	_____
Time call was terminated		_____		_____

Questions to ask:

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does the bomb look like? _____
4. What kind of bomb is it? _____
5. What will cause the bomb to explode? _____
6. Did the caller place the bomb on the school property? _____
7. Why was the bomb placed on the property? _____
8. Where is the caller calling from? _____

Description of the caller's voice (check all that apply):

- | | | | | | | | |
|---------------------------------|------------------------------------|-----------------------------------|---------------------------------|--|-----------------------------------|----------------------------------|--|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal | <input type="checkbox"/> Angry | <input type="checkbox"/> Broken/Cracking | <input type="checkbox"/> Stutter | <input type="checkbox"/> Slow | <input type="checkbox"/> Sincere |
| <input type="checkbox"/> Lisp | <input type="checkbox"/> Rapid | <input type="checkbox"/> Laughing | <input type="checkbox"/> Deep | <input type="checkbox"/> Crying | <input type="checkbox"/> Squeaky | <input type="checkbox"/> Excited | <input type="checkbox"/> Stressed |
| <input type="checkbox"/> Accent | <input type="checkbox"/> Loud | <input type="checkbox"/> Slurred | <input type="checkbox"/> Normal | <input type="checkbox"/> Soft | <input type="checkbox"/> Distinct | <input type="checkbox"/> Raspy | <input type="checkbox"/> Clears Throat |

Description of background noises (check all that apply):

- | | | | | | | |
|--|---------------------------------------|--|------------------------------------|---------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Street noises | <input type="checkbox"/> House noises | <input type="checkbox"/> Factory/Machinery | <input type="checkbox"/> Normal | <input type="checkbox"/> Motor | <input type="checkbox"/> Animal noises | <input type="checkbox"/> Voices |
| <input type="checkbox"/> Clear | <input type="checkbox"/> Office | <input type="checkbox"/> Booth | <input type="checkbox"/> PA system | <input type="checkbox"/> Static | <input type="checkbox"/> Music | <input type="checkbox"/> Other: _____ |

Description of threat language:

- | | | | | | |
|---|-------------------------------------|--------------------------------|-------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Well spoken (educated) | <input type="checkbox"/> Irrational | <input type="checkbox"/> Taped | <input type="checkbox"/> Foul | <input type="checkbox"/> Incoherent | <input type="checkbox"/> Message read by threat maker |
|---|-------------------------------------|--------------------------------|-------------------------------|-------------------------------------|---|

Remarks: _____

Emergency Numbers: Las Vegas

Police

Las Vegas Metropolitan Police Dept.
3141 Sunrise Ave.
Las Vegas, NV
702-828-3111
800-492-6565
<http://www.lvmpd.com/ContactUs.aspx>

Sheriff

(702) 828-3231

Fire Department

Fire and Rescue
500 N. Casino Center Boulevard
Las Vegas, NV 89101
702-383-2888

Hospitals

Sunrise Hosp. & Medical Center
3186 South Maryland Pkwy.
Las Vegas, NV
702-731-8000

Summerlin Hosp. & Medical Center
657 North Town Center Drive
Las Vegas, NV
702-233-7000

Mountain View Hospital
3100 North Tenaya Way
Las Vegas, NV
702-255-5000

Valley Hospital Medical Center
620 Shadow Lane
Las Vegas, NV
702-577.2227

University Med. Center. S. Nevada
1800 West Charleston Boulevard
Las Vegas, NV
702-383-2000

Southern Hills Hosp. and Med. Ctr.
9300 W. Sunset Rd.
Las Vegas, NV
702-880-2100

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

Poison

Poison Control Center
702-732-4989

Weather

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

Utilities

Nevada Energy
702-401-5555

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

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